



BRITISH VALUES AT WELL GREEN PRIMARY SCHOOL

“To create and enforce a clear and rigorous expectation on 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.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by the Government in 2014.

At Well Green Primary School these values are regularly promoted through high quality teaching, a rounded programme of assemblies and a positive behaviour policy. Fundamental British values are also promoted through our Spiritual, Moral, Social and Cultural (SMSC) development of pupils and religious education.

This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	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 our RE, PHSE, and SMSC curriculum.	Collective Worship planning and outcomes file. RE curriculum and Assembly File RE planning and pupils' books.	Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.



Democracy	<p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment. Our school promotes tolerance, responsibility, empathy, politeness, care and team work.</p>	<p>Learning Walks for behaviour and behaviour for learning.</p> <p>School Values statement.</p> <p>SMSC in the curriculum document.</p> <p>Visits to religious settings from different faiths. These include 4 places of worship by the time children leave school.</p> <p>We encourage open discussions in all areas but particularly in lessons which promote citizenship such as PSHE and Circle time. Staff help children to understand how to respect by talking about how actions/words can affect others.</p>	<p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>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 in order to live and work harmoniously to live in a modern, multicultural British society.</p>
	<p>The children see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.</p> <p>Democracy is part of our school ethos that children meet when discussing respect and fairness.</p>	<p>School Council minutes and records.</p> <p>Pupil leadership team records of meetings.</p> <p>Collective Worship file.</p> <p>RE planning and work books.</p> <p>Learning Walks for behaviour and behaviour for learning</p> <p>School Values statement.</p>	<p>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. 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 discussions and debates.</p>



	Children are voted in to responsible roles within the school such as school council.	Mock Trial and visit from the Magistrates in Year 6. Kagan Groups in all classes. 'Rights and Responsibilities' taught in all classes and values shared in whole school assemblies	
Rule of Law	The children are familiar with this through our philosophy that infuses the entire work of the school. They are familiar with the concept through RE lesson, SEAL and PSHE lessons, and the idea that different religions have guiding principles. Children are used to debating and discussing laws/rules and their application. Opportunities are planned for pupils to learn about the rule of law and the legal system during their work on the judiciary system in Y6.	Class Rules School Code of Conduct/Learning Behaviours. School Values. PSHE/Citizenship lessons on the role of law and parliament. School Council minutes and records. Collective Worship file. RE planning and pupil books. Learning Walks for behaviour and behaviour for learning. School Values statement. Y6 Mock Trials	Children are able to articulate how and why we need to behave in school and the local community and demonstrate they understand and can abide by these. They are able to discuss and debate philosophical issues in relation to these.
Individual Liberty	School based discussions and acts of worship begin with discussion about the self, e.g.	PSHE books. Bespoke PSHE Planning.	Children understand about the importance of accepting responsibility and of their right to be heard in school.



	<p>self –respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and views. Children are strongly encouraged to develop independence in learning and to think for themselves. Pupil voice is also represented through our pupil leadership teams .</p>	<p>Displays in classrooms</p> <p>School Values.</p> <p>Our behaviour policy also gives an excellent forum for staff to discuss the choices (both good and bad) that pupils make about their behaviour in school. It is used to encourage pupils to reflect on their choices and the effect that it has on both their peers and adults. They are given opportunities to resolve conflicts effectively and fairly.</p> <p>Through E-safety we teach the importance of keeping yourself safe by choosing not to share personal information.</p>	<p>They are consulted on aspects of school life and demonstrate independence of thought and action.</p>
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