



Belong Discover Achieve

British Values at Tollesbury school

Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through our daily assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

At Tollesbury Primary School, these values are reinforced regularly and in the following ways:

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council are based on pupil votes.

Achievement certificates are awarded to individual children weekly in assembly and show how the children are modelling the values of respect, responsibility, perseverance or creativity.

Annually the children work together and agree their own Class Rules. These are available in each classroom and actively used by children and adults influencing what is an agreed acceptable behaviour.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days.

Our class behaviour ladders are aligned to an agreed set of codes. Not only does this encourage children to understand what behaviour is acceptable, it also rewards children for consistent positive behaviour and for living their life by the chosen set of rules. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the fire service are regular events through the school year and help reinforce this message.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choosing the level of challenge in some

lessons and are becoming increasingly more involved in child-led learning.

Mutual Respect:

Part of our school ethos and behaviour policy are based around values such as 'respect' and 'responsibility' and these values determine how we live as a community at Tollesbury Primary School. Assemblies frequently reflect this ethos and are central to how we expect everyone to go about their life at our school. Children and adults alike, including visitors, are challenged if they are disrespectful in any way.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Examples of the British Values being taught in the curriculum at Tollesbury Primary School

EYFS

Statements from Development Matters and Early Learning Goals directly related to British values:

Personal Social Emotional Development: Making Relationships

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)

Personal Social Emotional Development: Self Confidence/Self Awareness

Confident to speak to others about own needs, wants, interests and opinions.

Can describe self in positive terms and talk about abilities. (40-60)

Understanding the World: People and Communities

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

Shows interest in different occupations and ways of life.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50)

They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)

In the Early Years we endeavour to use a range of contexts for our learning. Some of these would be very familiar to the children coming from their own interests, but we also work to introduce other contexts to broaden children's knowledge of the world. We include work on other faiths for example, in our topic based on festivals during the Autumn term. We often look at art work from different origins such as Aboriginal art and endeavour to share stories involving characters from a range of backgrounds. We always work to enable children in our care to share their own experiences with the class, and our chatterboxes are a great starting point with this.

The routines and expectations of EYFS encourage children to work as a team in a supportive and respectful environment. The children are encouraged to make choices within the learning environment, in terms of learning choices and how we work whether with a friend, alone or with a big group of our peers.

Year 1

In Year 1 we vote fairly for our school councillors at the beginning of the year. We decide on our class rules and agree to follow them as a class. In addition to this we discuss and agree on our class conduct and when we should be moved up or be moved down the 'Apples' (class rules management system) .

In Year 1 we listen to each other's ideas and opinions, prompting and developing positive listening skills. We work in groups or as part of a team collaboratively ensuring everyone's voice is heard and valued.

Through our varied curriculum we learn about the diversity of the world, but also the diversity within our own class and school. We learn about various cultures and stories from around the world, discussing other people's beliefs and how they should be respected even if they are different to our own.

We are asked for our opinions and given the opportunity to make decisions for ourselves. We are encouraged to resolve minor problems between our friends by talking through difference of opinions.

We follow the golden rule – do as you would be done by.

Year 2

In Year 2 we have continued to reinforce the concept of democracy. In addition to voting to select our class council representatives, we have learned to listen to and respect the views of others in our class council meetings and have held fair votes to help us make decisions. We have discussed the role of the Queen and have learned about her life in preparation to celebrate her 90th birthday. We found out about the history of the Union Flag, and how this was derived from the flags of England, Scotland and Ireland.

Through our topic of 'London' we have learned about a significant event in British History – The Great Fire of London. We learned about the impact of the fire on the lives of people and have looked at how London has changed over time. In RE we have considered our personal experiences and learned about a range of different religions and cultures, promoting understanding of, and respect for, people of all faiths.

In November we visited the village war memorial to help us understand the need to commemorate the lives of the people who have died defending British Values during the First and Second World Wars.

Year 3

In Year 3 we continue to build on the work the children have done in Key Stage 1 with regards to sharing, taking turns, valuing the opinions of others and respect. We work together to write a set of Class Rules and have discussed the importance of rules and why we have them. We encourage all children to value each other and realise that our similarities and differences make us work well together as a group.

As part of our topic work this year we have studied the United Kingdom. During our work, we found out about the history of our country, British traditions and the Royal family. We discussed the cultural make-up of the UK and how we all have different beliefs and customs.

This term our topic is The Victorians. We will be finding out about the cultural and social changes that happened during this time and how this has changed and shaped our lives today. We will be learning about how the rights of children have developed and changed since Victorian times and how these affect our lives.

During our RE lessons, we have learned about several of the world's main religions. We have spoken about the different faiths of people, their belief, their cultures and the importance of tolerance and respect.

PSHE is always rich in opportunities for promoting British values. We have been discussing “belonging” and how we are part of a variety of groups and how this enables us to develop the skills of respect, understanding and equality. We have looked at the skills and talents of each other and ourselves promoting mutual respect.

Year 4

In year 4, individual liberty and democracy underpins all that we do in the classroom and around the school. Class values and rules as decided by the class continue to maintain fair expectations of behaviour and learning. Children often refer to these values and rules if a peer needs guidance or validation for showing good behaviour or learning.

We are aware of the motto ‘Every action has a reaction,’ and that as individuals, we are in control of ourselves and are able to make a good or bad choice. This was mirrored in our learning about E-safety and the importance of what we say and do.

Collaborative learning in pairs, groups and as a class has supported children’s appreciation of working together. Peer assessment has encouraged children to voice an appropriate opinion and response to the work of others. The class particularly enjoy giving and receiving ‘two stars and a wish’ feedback to support each other’s and their own learning.

This year, we have respectfully discussed the cultures and beliefs of Christianity, Islam and Sikhism and are currently learning about Buddhism. We appreciate the cultures and beliefs of others.

Topic has allowed us to further explore the traditions and beliefs of the Ancient Egyptians and UK history. We enjoy learning about why certain events have happened and comparing them with our own culture.

In keeping with the growth mind-set practice, individuals are able to choose the difficulty of their work when appropriate.

Two class councillors were duly elected following a vote. The children look to these representatives to voice their views at school council meetings and to share any important business following meetings. Dedicated time is given in class to ensure issues raised by the school council are discussed thoroughly.

Circle time is valued and is used regularly to address issues raised by the children including friendship and choices.

Each half term, we decide as a class what activities to do at our ‘reading party’.

Year 5

In Year 5 we learn about the value of individual liberty through celebrating our successes. As a result we feel valued as individuals. We also understand that mistakes are positive as then we are able to set our own personal goals. We aim to create an environment where we feel safe and supported by each other on our learning journey, for example through constructive peer assessment.

One way we learn about democracy is by voting, in a ballot, for our class school council representatives. Weekly assemblies are held in class which gives us the chance to have our voice heard and help to make improvements to the school. As well as this, we have our ‘in class’ reward system of ‘All Star’ points and ‘Star of the Week’ where a reward is given to those modelling the values of respect, responsibility, perseverance and creativity. In addition, we work together to build and sign the class rules which are displayed and referred to throughout the school year.

In Year 5 we continue to build on the value of mutual respect through positive and meaningful peer assessment, ERIC (Everyone Reading In Class) time spent with Year 2 children and the concept of being a ‘Bucket Filler’. A display in the classroom reminds us of what it takes to be a ‘Bucker Filler’ and therefore breeds mutual respect. We are often given opportunities to work as a team, for example through our table points system.

In R.E. we learn about Buddhism, Christianity, Hinduism and Judaism. We compare creation stories and discuss different people's religions, whilst being encouraged to demonstrate mutual respect and to value other peoples' beliefs.

Year 6

In our Ancient Greek topic, the children learn about how the political system worked in Ancient Greece, investigate the Athenian Democracy and compare it with the political systems we have today, therefore developing an understanding of how democracy began. A visit from Councillor Bass provides an understanding of how democracy works within our local community.

In addition to voting for their School Council representative, the children in year 6 have the opportunity to take the roles of Chairperson, Secretary and Treasurer on the council, therefore applying democracy to their school life.

As part of their PHSE, the class visit the 'Crucial Crew' roadshow where they are taught to make right choices regarding the use of the internet, playing near railways and the use of drugs and alcohol. They learn about the rules that are in place in society to prevent misuse of these and how to keep safe.

At the beginning of the school year, the children decide on our class rules and turn these into a 'Class Promise'. This promise encourages children to make the right choices and to consistently show mutual respect of each other. Our class reward system: 'The X Factor' rewards children who model these values of respect, responsibility and perseverance. The children continue to build on the value of individual liberty on the residential trip to Stubbers Activity Centre where both independence and responsibility are promoted.

The value of mutual respect is reflected in the buddy system with the Early Years children when the Year 6 children help the youngest children to settle in to lunchtime routines for the first two terms of the school year.

The year 6 Ambassadors are those children that consistently model our school's high expectations for mutual respect and are excellent role models to the rest of the school.

In R.E the children learn to respect and tolerate other faiths and beliefs through their work on Humanism, Judaism, Islam and Christian Outreach.