

**British Values Lockington CE Primary School**

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship (PSHCE) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves and others in the ‘community of communities’ in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

British Values and related School values		Examples of how these are developed in the school and wider curriculum
Democracy	<ul style="list-style-type: none"> <li>• To understand and respect the democratic process</li> <li>• To understand how they can influence decision making through a democratic process</li> <li>• To understand how to argue and defend a point of view</li> <li>• To understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• School council whose members are voted on. School council members are representative of the entire school community</li> <li>• Annual pupil survey</li> <li>• At the beginning of each topic, children are asked ‘What do I know already and what do I want to learn?’ a mind map is created to encourage sharing of ideas.</li> <li>• At the beginning of each year – Children discuss and decide how to be effective learners together / how to create a positive learning environment for one another.</li> </ul>

		<ul style="list-style-type: none"><li>• Children contribute as a whole class at the beginning of the year to class rules, in addition to the school rules.</li><li>• Class 2 – children are given the opportunity to become ‘Play Leaders’. This involves decision making as each team must organise their own games. Team work is crucial as a play leader in respect of both organising and encouraging games.</li></ul> <p>Moral strand of our PSHCE curriculum:</p> <ol style="list-style-type: none"><li>1. Begin to exercise choice and the right to decide</li><li>2. Begin to discuss and debate topical issues in both small and larger groups</li><li>3. Begin to contribute to the life of the class &amp; school; e.g. classroom monitors, water bottle monitors,</li><li>4. Become aware of and respect the different opinions of others</li><li>5. Offer simple ideas or opinions about real school issues.</li><li>6. Be confident to try new activities, initiate ideas and speak in a familiar group.</li><li>7. Consider the consequences of their words and actions for others.</li></ol> <p>P.E and school sport:</p> <ol style="list-style-type: none"><li>1. Team games taught for striking &amp; fielding, net and invasion games</li><li>2. Team games and working with others developed at playtimes- linked to P.E. lessons</li><li>3. Athletics</li><li>4. A range of extra-curricular activities</li></ol>
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<p>The rule of law</p>	<ul style="list-style-type: none"> <li>• Ability to recognise the difference between right &amp; wrong and apply this to their own lives</li> <li>• Ability to accept responsibility for their behaviour</li> <li>• To understand the consequences of their behaviour and actions</li> <li>• Ability to resolve conflicts effectively</li> <li>• Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</li> <li>• To understand that living under the rule of law protects them and is essential for their well-being and safety</li> </ul>	<ul style="list-style-type: none"> <li>• H/T assemblies focus upon the School's Golden Rules</li> <li>• system used in all classrooms to manage learning behaviours</li> <li>• police talks / emergency services visits</li> <li>• Star of the week</li> <li>• Deciding upon and agreeing classroom rules and consequences</li> <li>• Class debates on justice and fairness</li> <li>• Discussion and research into Unicef Children's Rights</li> <li>• Rules in sports and games and the need for fair play ensure enjoyment and success</li> <li>• Historic aspects of law investigated in RE (e.g. slavery, Apartheid, homosexuality)</li> <li>• Circle time discussions</li> <li>• Individual behaviour/management plans</li> <li>• Restorative Justice</li> <li>• Christian values</li> <li>• Chance to work with police on projects such as Lifestyle</li> </ul> <p>Moral strand of our PSHE&amp;C curriculum:</p> <ol style="list-style-type: none"> <li>1. Begin to manage their feelings in a positive way</li> <li>2. Understand how rules help them; e.g. School's Golden Rules, classroom learning rules</li> <li>3. Agree and follow rules for their groups and classroom</li> <li>4. Begin to respect property- personal and public</li> <li>5. Begin to recognise the difference between right and wrong</li> <li>6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy</li> <li>7. Begin to set personal goals</li> </ol>
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<p>Individual liberty</p>	<ul style="list-style-type: none"> <li>• To understand rights &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• School's Golden Rules</li> <li>• system used in all classrooms to manage learning behaviours</li> <li>• Circle time discussions</li> <li>• Classroom rules</li> <li>• Christian values</li> <li>• Freedom of choice in participating in extra curricular activities</li> <li>• Responsibilities in representing the school</li> <li>• Pride in groups they belong to (school council, Bible group, School Games Crew, Play Leaders etc)</li> </ul> <p>Citizenship strand of PSHE&amp;C curriculum</p> <ul style="list-style-type: none"> <li>• Begin to know about different groups they belong to and the important people and roles within them.</li> <li>• Begin to develop a sense of responsibility and set a personal target.</li> <li>• Offer simple ideas or opinions about real school issues.</li> <li>• Begin to understand the rights and responsibilities of children.</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Consider the consequences of their words and actions for others.</li> </ul>

<p>Mutual respect and Tolerance of those with different faiths and belief</p>	<ul style="list-style-type: none"> <li>• Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</li> <li>• Reflective about their own experiences</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with people from different religions, ethnic and socio-economic backgrounds</li> <li>• Participate in a variety of communities and social settings, cooperating well with others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Understand, accept, respect and</li> </ul>	<ul style="list-style-type: none"> <li>• A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity</li> <li>• Signs around the school in other languages (classrooms and communal areas)</li> <li>• School's Golden Rules</li> <li>• system used in all classrooms to manage learning behaviours</li> <li>• World/Great Britain displays in classrooms</li> <li>• Equality action plan-updated regularly</li> <li>• Children working in all curriculum areas in different groupings</li> <li>• Monitoring of bullying and prejudiced based incidents</li> <li>• Participation of community based activities; i.e. Mother's Day Party, Longcroft inter-school show</li> <li>• Photos of children from all ethnicities used in classroom displays</li> <li>• Celebrate the achievements of others within the class, school and wider community</li> <li>• Embrace the different interests of children by encouraging achievements from home to be shared on a weekly basis in class</li> <li>• RE lessons which inform and discuss different religions of the world</li> <li>• Compare differences and similarities of world religions in a positive and interesting way</li> <li>• Inclusion in sporting situations with a developing interest in disability sports and links with a Special School in the area</li> </ul>
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	<p>celebrate diversity as shown by their tolerance and attitudes</p>	<ul style="list-style-type: none"><li>• Learn about freedom of speech and the reality of countries where this is not tolerated.</li></ul> <p>Moral strand of our PSHE&amp;C curriculum:</p> <ul style="list-style-type: none"><li>• Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language</li><li>• Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong</li><li>• Learn how to respond appropriately to bullying</li><li>• Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes</li><li>• Have a positive self-image and show that they are comfortable with themselves.</li><li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li></ul> <p>R.E. curriculum:</p> <ol style="list-style-type: none"><li>1. Children sharing experiences of different festivals</li><li>2. To understand beliefs and teachings</li><li>3. To understand practices and lifestyles</li><li>4. To understand how beliefs are conveyed</li><li>5. To explore family routines and customs</li><li>6. To reflect</li><li>7. To understand values</li><li>8. To talk about similarities and differences between families, communities and traditions</li></ol>
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