



British Values at Ladygrove Park 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 with the wider community. Personal, Social, Health Education and Citizenship (PSHCE) is at the heart of our school which emphasises the difference between right and wrong and respecting and 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 and appropriate activities/assemblies, we can give them all a better understanding of themselves and others of the community in which they live. We endeavour to influence behaviour, attendance and encourage further involvement and commitment to education.

Please refer to the Life Skills Rewards table and the Ladygrove Standard.

British Values and related School values		Examples of how these are developed in the school and wider curriculum
Democracy Cross ref: Team Work life skill	<ul style="list-style-type: none"> <input type="checkbox"/> To understand and respect the democratic process <input type="checkbox"/> To understand how they can influence decision making through a democratic process <input type="checkbox"/> To understand how to argue and defend a point of view <input type="checkbox"/> To understand the importance of team work 	<ul style="list-style-type: none"> <input type="checkbox"/> School Council and House Captains whose members are voted in <input type="checkbox"/> Annual pupil survey <input type="checkbox"/> Attitude to learning focus <input type="checkbox"/> Metacognition and mindset work assemblies and class <p>Learning Detectives decide how to be effective learners together / how to create a positive learning environment for one another.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children contribute as a whole class at the beginning of the year to create class rules, in addition to the school rules (Ladygrove Standard). <p>Moral strand of our PSHCE curriculum:</p> <ol style="list-style-type: none"> 1. Begin to exercise choice and the right to decide 2. Begin to discuss and debate topical issues in both small and larger groups 3. Begin to contribute to the life of the class & school; e.g. classroom & library monitors 4. Become aware of and respect the different opinions of others 5. Offer simple ideas or opinions about real school issues. 6. Be confident to try new activities, initiate ideas and speak in a familiar group. 7. Consider the consequences of their words and actions for others. <p>P.E and school sport:</p> <ol style="list-style-type: none"> 1. Team games taught for striking & fielding, net and invasion games 2. Team games and working with others developed at playtimes- linked to P.E. lessons 3. Athletics 4. A range of extra-curricular activities



<p>The rule of law</p> <p>Cross ref: Responsibility life skill</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to recognise the difference between right & wrong and apply this to their own lives <input type="checkbox"/> Ability to accept responsibility for their behaviour <input type="checkbox"/> To understand the consequences of their behaviour and actions <input type="checkbox"/> Ability to resolve conflicts effectively <input type="checkbox"/> Understand how they can contribute positively to the lives of those living and working in the locality and society more widely <input type="checkbox"/> To understand that living under the rule of law protects them and is essential for their wellbeing and safety 	<ul style="list-style-type: none"> <input type="checkbox"/> Assemblies focus on Life Skills and links to famous Britons who represent them <input type="checkbox"/> Discussion of learning behaviours in KS2 <input type="checkbox"/> Police talks / emergency services visits (trains, air ambulance, fire, child first aid) <input type="checkbox"/> Star of the week/ Gold/Purple Star awards <input type="checkbox"/> Classroom rules <input type="checkbox"/> Circle time discussions <input type="checkbox"/> Individual behaviour/management plans <input type="checkbox"/> Peaceful Problem Solving <p>Moral strand of our PSHCE curriculum:</p> <ol style="list-style-type: none"> 1. Begin to manage their feelings in a positive way 2. Understand how rules help them; e.g. School's Golden Rules, classroom learning rules 3. Agree and follow rules for their groups and classroom 4. Begin to respect property- personal and public 5. Begin to recognise the difference between right and wrong 6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy 7. Begin to set personal goals 8. Begin to understand the roles of others in society e.g. people in our local community/people who help us.
<p>Individual liberty</p> <p>Cross ref: Involvement life skill</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To understand rights & responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Ladygrove Standard Aspirations Award KS2 <input type="checkbox"/> Attitude to learning and addressing learning behaviours <input type="checkbox"/> Circle time discussions <input type="checkbox"/> Classroom rules <p>Citizenship strand of PSHE&C curriculum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to know about different groups they belong to and the important people and roles within them. <input type="checkbox"/> Begin to develop a sense of responsibility and set a personal target. <input type="checkbox"/> Offer simple ideas or opinions about real school issues. <input type="checkbox"/> Begin to understand the rights and responsibilities of children. <input type="checkbox"/> Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. <input type="checkbox"/> Consider the consequences of their words and actions for others.



<p>Mutual respect and tolerance of those with different faiths and belief</p> <p>Cross ref: Determination/ Resilience life skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values <input type="checkbox"/> Reflective about their own experiences <input type="checkbox"/> Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others <input type="checkbox"/> Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socioeconomic backgrounds <input type="checkbox"/> Participate in a variety of communities and social settings, cooperating well with others <input type="checkbox"/> 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 <input type="checkbox"/> Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes 	<ul style="list-style-type: none"> <input type="checkbox"/> A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity <input type="checkbox"/> Signs around the school in other languages (classrooms and communal areas) <input type="checkbox"/> Ladygrove Standard <input type="checkbox"/> Learning behaviours focus <input type="checkbox"/> Equality action plan-updated regularly <input type="checkbox"/> Children working in all curriculum areas in different groupings <input type="checkbox"/> Diversity within the school personnel <input type="checkbox"/> Monitoring of bullying and prejudiced based incidents by type <input type="checkbox"/> Participation of community based activities; i.e. Cornerstone, Dance Festival <input type="checkbox"/> Photos of children from all ethnicities used in classroom displays. <p>Moral strand of our PSHE&C curriculum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language <input type="checkbox"/> Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong <input type="checkbox"/> Learn how to respond appropriately to bullying <input type="checkbox"/> Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes <input type="checkbox"/> Have a positive self-image and show that they are comfortable with themselves. <input type="checkbox"/> Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. <p>R.E. curriculum:</p>
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