

British Values at Burton Salmon School

At Burton Salmon School, we want our children to become responsible, active citizens who participate in society with respect for diversity and a commitment to working towards greater community cohesion. We believe that our curriculum will enable children to make progress towards these goals, emphasizing the difference between right and wrong and respecting and tolerating differences in a very diverse, modern Britain. Through appropriate activities and engaging lessons, we aim to give them a better understanding of themselves and others in the wider community.

British Values and the associated School Values		Examples of what we are doing in school to support the pupils' understanding of the values
Democracy	<ul style="list-style-type: none"> ▪ To understand and respect the democratic process ▪ To understand how pupils can influence decision-making through a democratic process ▪ To understand how to argue and defend a point of view ▪ To understand the importance of teamwork 	<ul style="list-style-type: none"> • School Council, where one child is elected from each year group • Annual pupil questionnaire and discussion with head teacher • Children discuss and decide how to create a positive learning environment for one another • At the beginning of each topic children are asked to pre-assess what they already know and what they wish to learn • Suggestion and Worry boxes to have your say <p>PSHCE (Personal, Social, Health and Citizenship Education) curriculum</p> <ul style="list-style-type: none"> • How to exercise choice and right to decide • To discuss and debate issues in both large and small groups • To contribute to the life of the school through classroom jobs eg. classroom, library, gate and PE equipment monitors • Offer ideas and opinions about real school issues • Be confident to try new activities, initiate ideas and speak out • To consider the consequences of their words and actions for others <p>PE and school sport</p> <ul style="list-style-type: none"> • Team games and working with others developed at playtimes through the 'Organising Crew' • Athletics to develop personal achievement • Competitions, both inter and intra school

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The Rule of Law	<ul style="list-style-type: none"> ▪ Ability to recognise the difference between right and wrong ▪ Ability to accept responsibility for their behaviour ▪ To Understand the consequences of their behaviour and actions ▪ Ability to resolve conflicts effectively ▪ Understand how they can contribute to the lives of those living and working locally as well as in the wider community ▪ To understand that the rule of law protects them and their wellbeing and safety. 	<ul style="list-style-type: none"> • Head teacher assemblies that focus on school rules • Behaviour ladder used in both classes to manage learning behaviours • Star of the week • Behaviour star • Classroom rules • Individual behaviour management plans • Restorative justice <p>PSHCE curriculum including circle time (KS1) and class discussions</p> <ul style="list-style-type: none"> • Yearly police/emergency services/internet safety talks • Visitors to talk about community issues • Management of feelings in a positive way • Understanding of how rules help pupils eg classroom learning rules, school rules • Respect for property – personal and public • Recognising difference between right and wrong • Understand behaviours which are helpful and unhelpful to make all children feel safe and happy • Setting of personal social targets • To understand the roles of others in society eg. people in the community who help us <p>Literacy</p> <ul style="list-style-type: none"> • Debating • Balanced argument/discussions <p>Fund Raising</p> <ul style="list-style-type: none"> • School Council decide which charities to raise money for, after discussions with all school and staff.

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Individual Liberty	<ul style="list-style-type: none"> ▪ To understand rights and responsibilities 	<ul style="list-style-type: none"> • School rules • Behaviour ladder in both classes • Classroom rules <p>PSHCE curriculum</p> <ul style="list-style-type: none"> • Knowing about the different groups that they belong to and the important people and roles within them • Developing a sense of responsibility and setting personal targets • Understanding the rights and responsibilities of children • Learning about the right of children in other countries • Developing awareness of their own needs, views and feelings and being sensitive to the needs of others • Considering the consequences of their words and actions for others <p>RE curriculum</p> <ul style="list-style-type: none"> • Discussing moral dilemmas <p>History</p> <ul style="list-style-type: none"> • Nelson Mandela, Suffragettes, Emily Davison
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Mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> ▪ Reflective about their own beliefs, religious or otherwise, that inform their interest in and respect for different people's faith, feelings and values ▪ Reflective about their own experiences ▪ Interest in investigating and offering considered views about moral and ethical issues ▪ Being able to understand and appreciate the viewpoints of others ▪ Uses and range of social skills in different 	<ul style="list-style-type: none"> • Signs around the school in different languages • Children working in all curriculum areas in different groupings • Monitoring of bullying and prejudiced based incidents • Anti-bullying week • Participation in community based activities: Harvest, Christingle • Small world, diverse culture displays <p>PSHCE curriculum</p> <ul style="list-style-type: none"> • Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language

	<p>contexts to work and socialise with pupils of differing backgrounds</p> <ul style="list-style-type: none"> ▪ Participate in a variety of community and social settings, cooperating with others ▪ Understanding and appreciation of the range of different cultures our society as an essential element of their preparation for life in modern Britain ▪ Understand, accept, respect and celebrate diversity as demonstrated by their tolerance and positive attitudes 	<ul style="list-style-type: none"> • To know what bullying is, that there is a difference from teasing and that bullying is hurtful and wrong • To know how to respond appropriately to bullying • To respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes • Have a positive self-image and show that they are comfortable within themselves • To understand and demonstrate resilience • To compare school life here with Africa <p>RE Curriculum</p> <ul style="list-style-type: none"> • Children sharing experiences of different festivals • To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To explore family routines and customs • To understand values • To be able to reflect • To talk about similarities and differences between families, communities and traditions • Visitors to assembly to speak about different faiths <p>French curriculum</p> <ul style="list-style-type: none"> • To understand the French culture • To know the similarities and differences between themselves and others <p>History curriculum</p> <ul style="list-style-type: none"> • To investigate and interpret the past • To build an overview of world history <p>Literacy frequently linked to what is happening in the news.</p> <ul style="list-style-type: none"> • Creative writing looking at writing a diary entry from the perspective of a Syrian refugee.
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