

British Values at Swillington Primary School

British Value	Statement	Evidence	Impact
Mutual Respect	<p>Respect is a fundamental school value, around which pivots much of the work of our school. We pay explicit attention to this as part of our RE, PHSE, and through our assemblies. 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.</p> <p>This links with our school drivers 'Be Tolerant and Respecting our environment'</p>	<p>PSHE is taught across all year groups. Positive relationships are encouraged and modelled, pupil – pupil, adult – pupil.</p> <p>R.E curriculum- new and revised by Leeds and Kirklees councils.</p> <p>Competitive Sports links as part of the BLP, city and region.</p> <p>Class charters devised with pupils and staff through discussion about rights and responsibilities.</p> <p>Community projects for example to Elderberries Art Project.</p>	<p>Children can articulate why respect is important; how they show respect to others.</p> <p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>Children are able to reflect on their behaviour and engage in restorative conversations.</p>
Tolerance of Culture, Faiths and Beliefs	<p>'We recognise the importance of promoting respect, tolerance, equality and diversity.</p> <p>This links with our school driver 'Be Tolerant'</p>	<p>R.E. curriculum</p> <p>Equalities Policy</p> <p>Accessibility Plan</p> <p>Assemblies celebrating religious events e.g. harvest, Diwali, Eid, Chinese New Year</p> <p>Trips to local church and visits from Rev Diane.</p> <p>Reflection opportunities in assemblies</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.</p>
Democracy	<p>The children at Swillington Primary School learn about democracy through the everyday running of our school.</p> <p>Democracy is a school value that children meet when discussing</p>	<p>The establishment of a new School Council each year gives the children a meaningful experience of a democratic process with the School Council election and then subsequent class councils reporting to school</p>	<p>Children are able to make decisions and know that their opinions matter.</p> <p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p>

	<p>respect and fairness.</p> <p>This links with our school driver 'Imagine the Possibilities'</p>	<p>council. The children also elect a Head Boy/Girl from Year 6.</p> <p>Lunchtime Ambassador apply for roles and are chosen by the School Council.</p> <p>School has links with local MPs and Councillors who visit the school and speak to the pupils.</p> <p>Curriculum topics cover the legacy of historical Britishness i.e. Victorians, Romans and the introduction of democracy.</p> <p>Children are involved in deciding Rewards and incentives to promote good learning behaviours.</p>	<p>They understand about turn taking and respecting the views of others.</p>
<p>Personal Responsibility and Liberty</p>	<p>The ethos of our teaching and learning places emphasis on the right to have our own thoughts, make choices and share their views. This links with our school driver 'Be Safe'</p>	<p>Understanding responsibility in school in terms of behaviour and learning attitude.</p> <p>Children's roles in school</p> <p>School values—known and articulated by school community members.</p> <p>Values displayed around the school and evident in action.</p> <p>Encouraging independence to empower their own learning</p> <p>Children learning how to keep themselves safe through the teaching of E- Safety, first aid, personal safety etc.</p> <p>NSPCC advisors to discuss personal safety.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school.</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>

<p>Rule of Law</p>	<p>Children are used to debating and discussing laws/rules and their place within school and the wider community. This links with our school driver 'Be Safe'</p>	<p>School Behaviour policy – all stakeholders are aware of the policy and it is understood and followed. Pupils have regular opportunities to reflect e.g. learning, their behaviour, during assemblies Pupil interviews on behaviour Parent / carers questionnaires relating to behaviour, safety etc School building links with local police. Police visit and talk to children about responsibilities PCSO visits. Assemblies with a focus linked to the law e.g. school rules, living in a multi-cultural society Understanding of consequences when rules are broken Visits from authorities such as the Police; Fire Service; Bikeability- Understanding the rules of the road.</p>	<p>Children know how and why we need to behave in school. They are able to articulate our 3 Golden Rules, and demonstrate they understand why these are important. They engage in restorative conversations.</p>
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