

British Values

Implementation of British Values at Weare Academy C of E First School

British Values	Examples of how these are developed in the school and wider curriculum	
Democracy	<ul style="list-style-type: none"> • To understand and respect the democratic process • To understand how they can influence decision making through a democratic process • To understand the importance of team work 	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> • School council – each class votes for one girl and one boy to represent their class on the council • School representatives report back to class councils and ask for suggestions or ideas and these are then taken back to school council meetings so everyone contributes to decisions made • Annual pupil survey • Each class creates their own classroom rules which compliments the whole school Golden Rules system. • Whole school assembly – Weekly Merit Badge service (each child over the year is rewarded a badge once a term decided on by the class teacher) <p><u>Year Groups:</u></p> <p><u>Reception:</u></p> <ul style="list-style-type: none"> • Voting for a range of activities, for example, which dvd to watch during wet play, which toys to choose at Golden Time. • Sharing – using egg timers so that everyone gets fair chance to participate in an activity. <p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Voting for choices during the day e.g. which activity or resource • Pupil voice – voting for choices through learning e.g. in story writing voting to choose a character or the title of a story. • Turn taking during discussions at ‘circle time’ (once a week) <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Circle time e.g. taking turns to listen and speak using our toy monkey or cat puppet • Voting for e.g. what to name our new fish, which vegetables to plant in our garden. • Throughout the day group work includes: turn taking, fetch of resources for the

		<p>whole table etc.</p> <p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Regular opportunities for class to vote. • Class Dojo (online reward system) voting to agree on rewards as a result of achieving the most dojos <p><u>Year 4:</u></p>
<p>The Rule of Law</p>	<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and apply this to their own lives • Ability to accept responsibility for their behaviour and actions • Ability to resolve conflicts effectively • Understand how they can contribute positively to the lives of those living and working in the locality and society more widely • To understand that living under the rule of law protects them and is essential for their well-being and safety 	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> • Work with the children to understand and implement the Golden Rules • School rules are displayed at child height and referred to regularly • Behaviour policy – rewards and sanctions e.g. the ‘Traffic light’ system which is carried out consistently and effectively across the school • Opportunities for children to reflect on how behaviour impacts on others and staff e.g. time is set aside to talk about what has happened and the possible solutions and consequences • Support children in understanding the importance of being safe and happy e.g. whole school assemblies, visits from the NSPCC. • Understanding right and wrong taught through stories or children participating in whole school assemblies. • E-safety – all children sign an E-safety agreement to keep them safe when using a computer. • Individual behaviour plans <p><u>Year Groups:</u></p> <p><u>Reception:</u></p> <ul style="list-style-type: none"> • Whole school Golden rules and classroom rules, circle time stories and resources e.g. books • Topic work e.g. Masai tribes – decision making and consequences <p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Whole school Golden rules and classroom rules, ‘carpet’ rules, KS1 service, Circle time • Rules in P.E. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Literacy topics, for example, discussion about honesty and respecting other children’s belongings e.g. resource – The Lighthouse Keeper’s Lunch. • Football at play time e.g. children each have a turn to be ‘captain’ (captain armbands) and take responsibility for rules and decisions about penalties or

		<p>conflicts in the game (knowing they can ask for help from the teacher).</p> <ul style="list-style-type: none"> Classroom rules are linked to R.E. topic of Judaism where we learn about the 10 commandments and then create our own classroom rules for living. <p><u>Year 3:</u></p> <ul style="list-style-type: none"> Circle time discussions linked to golden rules Sanctions for breaking of school rules linked to other consideration or to society in their future. <p><u>Year 4:</u></p>
Individual Liberty	<ul style="list-style-type: none"> To understand rights and responsibilities 	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> School's Golden Rules use of Jenny Moseley resources and books in Circle time, providing a safe and secure environment for all children E-safety annual whole school day then followed up each time computing is taught Walking sensibly around the school and helping each other Class assemblies each with a specific focus exploring responsibilities and Christian values Development of critical thinking – questioning skills for example: whole school assemblies - identifying the moral of a story and why this is important and effects our lives. <p><u>Reception:</u></p> <ul style="list-style-type: none"> Understanding other points of view, for example: zoos verses safari parks in circle time. Discussion of pros and cons and understanding different points of view. Making a choice about the right behaviour, for example: Would you like to sit on the carpet or would you like to join in? <p><u>Year 1:</u></p> <ul style="list-style-type: none"> E- safety teaching Circle time – promoting “Every Child Matters” Encouraging individuality day to day Listening to others opinions Valuing all children e.g. SEN children <p><u>Year 2:</u></p> <ul style="list-style-type: none"> We wrote an “Antibullying Song” at the end of the Spring half term which focussed on the importance of everyone and the right to feel safe, welcome and

		<p>included.</p> <ul style="list-style-type: none"> • Use of E-Safety resources like ‘Smartie the Penguin’ set of lessons. • History Topic – Florence Nightingale included discussion the rights of women and how she was an example of standing up for what she believed in. <p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Termly focus on Christian Values • In class anti-bullying curriculum including: role play, reading, paired work and written work • Circle time discussions about feelings. <p><u>Year 4:</u></p>
<p>Mutual Respect and tolerance of those with different faiths and beliefs</p>	<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 faiths, feelings and values • Reflective about their own life experiences • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use of a range of social skills in different contexts, including working and socialising with pupils from different religions ethnic and socio-economic backgrounds • Participate in a variety of communities and social settings, co-operating well with others • Understand and appreciate the range of different cultures within school and further afield as an essential preparation for life in modern Britain • Understand, accept, respect and celebrate diversity as show by their tolerance and attitudes 	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> • Antibullying curriculum weekly focus during first half of Spring term culminating in a each class participating and contributing towards a whole school assembly. • R.E. Curriculum • Caring for each other: helping others when hurt or sad, use of Buddy bench on the playground • Awareness of others : School council events each term supporting charities e.g. Children in Need, CalAid, Great Ormond Street Hospital, Sports Relief/ Red Nose Day, • Ongoing link with school in Kenya (Educate the Kids charity) visit by teachers and children to Weare, collection of money and school uniforms. • Comenius Project: European projects (each one over a period of 2 to 3 years). Pupils from other countries visit Weare and joint projects are undertaken. • Enrichment week: each year a focus is on the culture, traditions, art, music of other countries • Special events where all children participate and parents are invited: sports day, Christmas Play • After school clubs include: Sports, art, crafts, music. • PTA events which include: Summer fayre, termly film club • Respect for school property – litter awareness <p><u>Reception:</u></p> <ul style="list-style-type: none"> • Buddy system with Year 4 • Chinese New Year week – the relevance of the colour red , number 8 and

		<p>celebrations. Comparing - What is the same or different?</p> <ul style="list-style-type: none">• Africa – Masai mara, clothes, schools, homes, poor/rich.• Christmas and Easter – different ways of celebrating• <p><u>Year 1:</u></p> <ul style="list-style-type: none">• R.E. teaching including learning about other faiths• Rewards and sanctions and discussions about these• Listening to others and respecting others interests, e.g. weekly ‘Show and Tell’• Ongoing theme of ‘respect’• Circle time use of the PSHE focus <p><u>Year 2:</u></p> <ul style="list-style-type: none">• Circle time focus using resources like: ‘ The Little White Owl’ who showed friendship towards others in spite of their prejudice. What makes a good friend?• History –Mary Seacole discussion on: not being judgemental of people who look or speak differently. This also includes her response which is positive and pro-active in spite of rejection. (age appropriate discussion touching on radicalisation)• Christmas focus – The bauble represents the whole world – leading to awareness that others in the world are not as fortunate and use of online resource looking at 4 children from different parts of the world.• Geography – Mexico – use of Barnaby Bear visiting a specific village and family and learning about their traditions and culture and family life. <p><u>Year 3:</u></p> <ul style="list-style-type: none">• Links to signs and symbols of other faiths and religions• Tolerance and acceptance during activities like Golden Time• Class books which follow themes of tolerance and understanding of others e.g. Firework Makers Daughter <p><u>Year 4:</u></p> <ul style="list-style-type: none">• Year 4 and reception buddy system.•
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