



## Promoting Fundamental British Values

At Staverton CE Primary School we uphold and teach pupils about British Values (below). These values are taught explicitly through PSHE and RE. We also teach British Values through planning and delivering a broad and balanced curriculum. In addition, we actively promote British Values through daily collective worship, through our whole school values and our whole school behaviour policy which is underpinned by 'rights and 'responsibilities'.

<b>Democracy</b>	<b>Rule of law</b>	<b>Individual liberty</b>	<b>Mutual Respect and Tolerance of those of different faiths and beliefs</b>
<p><u>School opportunities to explain national democratic system:</u></p> <ul style="list-style-type: none"> <li>• Visit to Daventry Council Chambers;</li> <li>• Visit to Houses of Parliament.</li> </ul> <p><u>Democracy built into school life:</u></p> <ul style="list-style-type: none"> <li>• Whole school voting for House Captains and Vice House Captains;</li> <li>• School Council decision making;</li> <li>• Lead Ambassador roles;</li> <li>• Whole school voting for chicken names!</li> <li>• Child nominations: 'Precious Jewels';</li> <li>• Child nominations: Champions' Lunch.</li> <li>• Pupil Voice involvement in monitoring;</li> <li>• Presentation to Full Governing Body by Lead Ambassadors.</li> </ul> <p><u>Development of children's ability to present an argument and debate across the curriculum:</u></p> <ul style="list-style-type: none"> <li>• In Literacy discussion texts built into non-fiction genres across KS2;</li> <li>• 'Thanks' in Reflection Time;</li> <li>• Learning Techniques used e.g. Diamond 9 – order statements and justify decisions.</li> </ul>	<p><u>Teaching of understanding of right and wrong:</u></p> <ul style="list-style-type: none"> <li>• High standards of expectations and behaviour;</li> <li>• Behaviour Policy underpinned by rights and responsibilities;</li> <li>• Whole school House reward system;</li> <li>• Children's understanding of charters (active involvement) rather than school rules; Whole School Charter; Lunchtime Charter;</li> <li>• Curriculum Visitors e.g. police, fire service.</li> <li>• PSHE / School values provision: Incorporation of lives of significant others e.g. Walter Tull link to 'Kick it Out' Racism in Football.</li> <li>• School Council reinforcement of Road Safety to parents;</li> <li>• E-Safety week.</li> <li>• Y5/6 Young Citizen's Day participation: foci include Road Safety; Crime Prevention; Cyber Crime; Substance Abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• Rights and Responsibilities focus (emphasis on making the right choices);</li> <li>• Knowledge of UNICEF Articles;</li> <li>• Whole School Participation in UNICEF's World Largest Lesson;</li> <li>• Whole School Participation in UNICEF's Day for Change;</li> <li>• Protective Behaviours built into PSHE scheme of work;</li> <li>• NSPCC Protective Behaviour Work with Year 5/6;</li> <li>• PSHE / School values provision: events e.g. Remembrance Service;</li> <li>• Moral dilemmas built in across the curriculum;</li> <li>• Teaching understanding of personal freedoms and how to exercise these safely e.g. E-Safety teaching;</li> <li>• Freedom of choice e.g. Sports Crew sign up, Extra-curricular activities, Learning Log homework;</li> <li>• Pupil Voice Surveys;</li> <li>• Anti-Bullying Competitions run by School Council.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect promoted as a fundamental school value;</li> <li>• Respect focus in Reflection Areas at specific time of year;</li> <li>• Curriculum opportunities built in to familiarise children with different religions (RE provision);</li> <li>• PSHE / School values provision: Incorporation of lives of significant others e.g. Nelson Mandela; Martin Luther King.</li> <li>• Racism focus built into curriculum map;</li> <li>• Curriculum opportunities built in to familiarise children with cultural differences (e.g. study life and culture e.g. food, clothing music; Brazil Olympics 2016; 2018 Russia World Cup);</li> <li>• Visits to places of worship;</li> <li>• Visitors of range of faiths planned in Curriculum Map;</li> <li>• House Days encourage cross phase working;</li> <li>• Challenge a lack of respect or intolerance as it occurs – a Reflection sheet filled in when appropriate.</li> </ul>

See also our Spiritual, Moral, Social and Cultural Provision Statement

