

British Values	What is in place	Actions needed to be taken
<p><b>Democracy</b></p> <p>Understand how citizens can influence decision-making through the democratic process</p> <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England</p> <p>Develop an understanding of how citizens can influence decision-making through the democratic process</p> <p><b>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</b></p>	<p><b>Details on school website:</b></p> <p>We have an active School Council and an Eco Council. The children who want to represent their class are selected by their peers through a process of making speeches and giving presentations to their peers and the whole school in a special assembly. The children consider the qualities which are important for an elected representative and describe why they have them.</p> <p>The children on the School Council have real decisions to make. These have included choosing the type of playground equipment and the type of reading scheme books we have in school. They have met with the architects to put forward their ideas for a new building and regularly meet with governors. They act as ambassadors for the school and often help to show visitors around.</p> <p>Children on the School Council also help decide which charities to support and how they will be supported.</p> <p>At the beginning of each school year every class agrees its own aims and vision statement. This is drawn up and shared with the other children and parents. It is then displayed in the classroom throughout the year and revisited at the end before moving on to their next class.</p> <p>Children are always listened to by adults and are taught to listen carefully and with concern to each other respecting the right of every individual to have their opinions and voices heard. We encourage children to take ownership not only of</p>	<p>More visits in RE – ask Chn where they would like to visit out of mosque, synagogue, church –vote.</p> <p>Chn could fill in questionnaire about what they know before and then another with what they have learned after visit.</p> <p>Visit parliament.</p> <p>Visit local councillors to explore what their job entails.</p> <p>More visits in RE – ask Chn where they would like to visit out of mosque, synagogue, church –vote.</p> <p>Chn could fill in questionnaire about what they know before and then another with what they have learned after visit.</p> <p>Democracy lessons linking to Ancient Greece and how this has affected leadership in different countries since then.</p> <p>Opportunities to debate issues provided through curriculum.</p> <p>Language of democracy used in school.</p> <p>More visits in RE – ask Chn where they would like</p>

	<p>our school but also of their own learning and progress. This encourages personal and social responsibility and is demonstrated daily by the children of our school.</p> <p>Each term a special 'Active Citizens Award' is presented to those children who have made a particular contribution to the life of the school.</p> <p><b>Curriculum Links: EYFS-PSED (SCSA/ ED)</b></p>	<p>to visit out of mosque, synagogue, church –vote.</p> <p>Chn could fill in questionnaire about what they know before and then another with what they have learned after visit.</p> <p>Book Factor voting/election to be made an annual event.</p> <p>Children to vote on the class and vision statement.</p> <p>Childrens voice – what do they want to do at xmas parties, etc.</p>
<p><b>Rule of law</b></p> <p>Appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</p> <p>Distinguish right from wrong</p> <p>Respect the civil and criminal law in England</p> <p>Enable children to acquire a broad general knowledge of and respect</p> <p><b>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</b></p>	<p><b>Details on school website:</b></p> <p>The importance of rules and laws, including those that govern our school or country, are referred to and reinforced regularly through assemblies and when reflecting on appropriate behaviour choices.</p> <p>At the start of each school year, each class discusses reviews and signs the Cale Green Code. This set of principles about school life was previously drawn up by the children and it clearly articulates what is expected of and from the children. The code is clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.</p> <p><b>The Cale Green Code</b></p>	<p>School council to join Governor's and staff to write vision statements and discuss key policies in school when updating ' pupil voice'</p> <p>Visit to a court</p> <p>Chn could draw up own rules for PSHE / circle time / RSE lessons at beginning of year as they do with vision statements to reinforce these rules (particularly in preparation for sensitive topics in KS2) throughout the year.</p> <p>Road Safety activities , Step Outside, usually for year 2 would benefit younger children.</p> <p>Circle times/drama about basic hygiene and</p>

	<p>We always do our best to:</p> <ul style="list-style-type: none"> <li>• treat everyone and everything with respect</li> <li>• listen and follow instructions carefully</li> <li>• be safe and sensible</li> <li>• be responsible for our own actions</li> </ul> <p>Pupils are taught the value and reasons behind laws. They understand that laws govern and protect us and understand the responsibilities that this involves and the consequences when they are broken. These values are reinforced in different ways including visits from the police and fire service, during Religious Education when rules for different faiths are thought about and during other subjects where there is respect and appreciation for different rules – in a PE lesson for example.</p> <p>Ground rules for discussions during PSHE and Relationships and Sex Education lessons (RSE) are also agreed.</p> <p>A Home School Agreement is also signed by children, parents and staff. This outlines the expectations placed on us all. It was recently reviewed by the Parent Forum and additional statements, such as those around e-safety, were added at the request of parents.</p> <p>Each class writes own vision statement at the beginning of each year and this is shared throughout wider school.</p> <p><b>Curriculum Links: EYFS-PSED (MFB)</b>  History – Ancient Greece how democracy began  RE – Pillars of Islam / 10 commandments / Family rules / citizenship  PHSE lessons right / wrong</p>	<p>safety.</p> <p>Outside agencies to come in and talk with children ie NSPCC, police etc</p>
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<p><b>Individual liberty</b></p> <p>Understand that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</p> <p>Enable children to develop their self-knowledge, self-esteem and self-confidence</p> <p>Appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</p> <p><b>UN CRC Article 31: All children have a right to relax and play, and to join a wide range of activities.</b></p> <p><b>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</b></p>	<p><b>Details on school website:</b></p> <p>Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs.</p> <p>The children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</p> <p>As a school we educate and provide boundaries for children to make choices safely, through provision of a safe environment and empowering education.</p> <p>Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety, PSHE and RSE lessons (such as those discussed in homophobia awareness sessions in Year 6).</p> <p>Whether it is through choice of learning challenge or participation in our numerous extra-curricular clubs and opportunities, children are given the freedom to make choices.</p>	<p>EYFS-To encourage children to explore and reflect on differences and understand they are free to have different opinions in a range of contexts.</p> <p>EYFS- equality of access to continuous provision which reflects individual’s interests and ensures all children can access independently and with adults.</p> <p>EYFS-Supporting families with separation on entry.</p> <p>KS1-2  Continue with peer supporters and buddy system for new pupils</p> <p>Target groups for cycling training – bikeability, women’s groups, Early Years Balancability</p> <p>Children to be involved in assessing risk when preparing for trips</p>

	<p>Making the right choice in different situations is seen as an important part of giving the children the skills necessary to make the right decisions when faced with difficult and risky situations.</p> <p><b>Curriculum Links: EYFS-PSED (SCSA) UW (PC)</b>          Circle time          Year 6 jobs to promote independence and self esteem          ‘Inspire’ assembly to promote joining groups outside the school to develop interests          Ask-it basket in SRE lessons          Worry box          Special friends table</p>	
<p><b>Mutual respect</b></p> <p>Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p> <p>Understand the importance of identifying and combatting discrimination.</p> <p>Encourage respect for other people</p> <p><b>UN CRC Article 2: The Convention applies to everyone, whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</b></p> <p><b>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</b></p>	<p><b>Details on school website:</b></p> <p>Mutual respect is at the heart of our aims and values, ‘to treat everyone and everything with respect’ and we are proud to promote and celebrate our different backgrounds and beliefs.</p> <p>Cale Green Primary School is a socially and ethnically diverse primary school – it is truly comprehensive in its intake. We place a great deal of emphasis on creating an inclusive school ethos where all the different experiences of children and their families are valued and our diversity is celebrated.</p> <p>As a consequence our school is a harmonious community where pupils get on together well, care for one another and learn well to respect differences.</p> <p>Celebrations across many themes have helped children gain insights into each other’s</p>	<p>Continue to seek pupils voice (subject leader books / key decisions in school)</p> <p>Positive behaviours continued to be rewarded and praised.</p> <p>Discrete lessons on what discrimination and prejudice is in KS2.</p> <p>Role play drama about respect, turn taking and</p>

	<p>backgrounds and to recognise the positive aspects of different cultures.</p> <p>Our children know why it is important that they all make a positive contribution to their own class, the school and the community as a whole. Children are proud of the school, they know that they as individuals are valued and respected.</p> <p>Respect integral part of school code Diversity is celebrated Eid / Cultural marketplace / Chinese New Year, Black history month, visits to a variety of places of worship, cultural talks, inclusive school fair (food and activities) Open-door policy for parents Pupils voice sought (subject leader books / key decisions in school)</p> <p>Our children know, and understand, that it is expected, and imperative, that respect is shown to everyone, whatever differences we may have, and to respect everything ranging from school equipment to religious beliefs to family background.</p> <p>Children learn that their behaviour choices have an effect on their own rights and those of others.</p> <p>All members of the school community treat each other with respect. Courtesy and good manners are expected and are</p>	
<p><b>Tolerance of those with different faiths and beliefs</b></p> <p>Understand that the freedom to choose and hold other faiths and beliefs is protected in law</p>	<p><b>Details on website:</b></p> <p>Specific examples of how we enhance understanding and respect for different faiths and beliefs include:</p>	

<p>Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures</p> <p>An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p> <p><b>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</b></p>	<p>RE and PSHE and other lessons develop awareness and appreciation of other cultures both in the present day and in the past. We follow the local authority scheme of work in RE 'Learning for Life' and often deliver it through comparative RE themes such as 'Prayer' or 'religious Buildings'. This also includes visitors from other faiths and backgrounds to the school and visits to Christian, Muslim and Jewish places of worship</p> <p>English through fiction and in Art by considering culture from other parts of the world</p> <p>Year 5 the children take part in the School Linking Network (SLN). This is a national charity that supports young people, schools and local authorities to explore identity, diversity, equality and community, we link with Mellor Primary School which is in a contrasting locality in Stockport. Children meet initially on neutral territory then visit each other's school to enrich and extend understanding and through this our pupils gain an enhanced understanding of their place in a diverse society. Children in other classes also use SLN resources exploring the four key questions: Who am I? Who are we? Where do we live? and How do we all live together?</p> <p>Assemblies planned to reflect the diverse nature of our school either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures</p> <p>Members of different faith groups are encouraged to share their knowledge to enhance learning within classes and the school</p> <p><b>Curriculum Links: EYFS – PSED (MF/MR) UW (PC)</b></p>	
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	<p>Respect integral part of school code</p> <p>Diversity is celebrated</p> <p>Eid / Cultural marketplace / Chinese New Year, Black history month, visits to a variety of places of worship, cultural talks, inclusive school fair (food and activities)</p> <p>Open-door policy for parents</p> <p>Pupils voice sought (subject leader books / key decisions in school)</p>	
<b>Any other area?</b>		