

HOW WE DEFINE EACH BRITISH VALUE AT PILGRIMS SCHOOL

Democracy: making decisions together

An understanding of how citizens can influence decision-making through the democratic process;

- How children are encouraged to see their role within the wider context of their class, school, community etc?
- Encouraging children to know we value their views and values of others.
- How we demonstrate democracy in action?
- How children's decisions are supported?
- What opportunities are available for children to ask questions, be inquisitive in an atmosphere where questions are valued?

EYFS link: Personal, Social and Emotional Development & Self-confidence and Self-awareness

Rule of Law: understand that rules matter

An appreciation that living under the Rule of Law protects individual citizens and is essential for their well-being and safety; An understanding 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

- How are children encouraged to understand about behaviour?
- Opportunities to discuss and learn about right and wrong
- What do the children understand about consequences?
- How are children involved in creating rules and codes of behaviour?
- How are children encouraged to;
 - accept responsibility for their behaviour?
 - show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely?
- How education is valued and a love of learning promoted?
- How are children encouraged to acquire a broad general knowledge of and respect for public institutions and services in England?

EYS link: Personal, Social and Emotional Development – managing feelings and behaviour

Individual Liberty: freedom for all

An understanding that the freedom to hold other faiths and beliefs is protected in law;

- How do we encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England?
- How are children encouraged to have a positive sense of themselves?
- What opportunities are provided to develop self-esteem and increased confidence e.g. allowing children to take risks, to talk about their experiences and learning?
- What experiences are available to allow children to explore the language of feelings and responsibility?
- When are they able to reflect on their differences and understand that they are able to have different opinions?

EYS link: Personal, Social and Emotional Development - Self-confidence and Self-awareness / Understanding the World - People and communities

Mutual respect and tolerance: treat others as you want to be treated

An acceptance that 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; an understanding of the importance of identifying and combatting discrimination:

- How are similarities and differences discussed and shared e.g. celebrations?
- How is an appreciation of and respect for each other's culture, faith, view and race promoted and valued ?
- What opportunities do children have to experience aspects of their own or others cultures?
- How do the children engage with the wider community?
- What opportunities do children have to experience aspects of their own or others cultures?
- How are similarities and differences discussed and shared e.g. celebrations?
- How do staff encourage tolerance – sharing and respecting others?
- How are diverse attitudes promoted and stereotypes challenged e.g. resources and activities that challenge gender, culture and racial stereotyping?
- How are traditions within the community, key events and figures in British History promoted?
- Pupils help raise money to support others?

EYS link: Personal, Social and Emotional Development - managing feelings and behaviour / Understanding the World - People and communities

How we actively teach and promote the fundamental British values at Pilgrims School:

Positive relationships

- Knowing each child well
- Making children aware of other's needs
- The importance of listening to and encouraging others
- Role modelling
- Playtime buddies
- Encouraging each child to 'have a go' – 'challenge themselves'
- Social stories
- Family boxes
- Supporting and organising charity events linked to school community – i.e. Down Syndrome Day, Children in Need, Genes for Jeans and other local charities
- Visiting professionals such as the fire services, nurses, dentist
- Linking with other school and professionals – PSG groups, sports partnerships

Teaching strategies

- Consistent and clear expectations – i.e. what is good sitting and listening
- Establishing routines
- Circle time – discussions
- Working together – pairs and groups
- Talking partners
- Beginning of topic discussion to determine what we already know
- Planned time for Q&A
- TASC (Thinking Actively in a Social Context) activities
- Class targets

Curriculum links

- Taking on board children ideas e.g. role play
- PSHCE lessons – highway code, bag of worries
- RE – Faith walks, Diwali, Easter, Eid, Hannukah, Christmas and other festivals linked to the school community
- e-safety
- Forrest school
- French – learning about traditions and culture
- e-twinning – French school
- Music, Speech & Drama festival, Harvest Festival, choir & orchestra performances,
- Termly curriculum themes e.g. the Victorians, the environment, Africa, Healthy Heart, London
- Parental information evenings
- Using a range of books and stories based on various cultures and traditions
- Celebrating national events – Remembrance day, Mother's & Father's Day
- Learning about key figures from history – Queen Victoria, William Morris, Dr Barnardo, Brunel
- Learning about national saints i.e. St George, St Andrew, St David and St Patrick
- Themed whole school days such as World Book day

Enabling environments

- Show and tell
- School council
- Year group assemblies – celebration assemblies
- ECO warrior
- Class experts, helper, monitor
- Assembly topics linked to school values and traditions

Recognition and reward

- Praise and rewards
- Agreeing the class targets or reward
- Discussing and explaining consequences
- House token
- Behaviour plans
- Class responsibilities – litter picking, recycling
- Voting to elect class reps and rewards
- Recognise and acknowledge children's interests and strength including extra-curricular
- Encourage and invite children to participate in projects and activities

These fundamental British values are reviewed on a continuous basis. The audit of opportunities and activities which help to promote these values is reviewed on an annual basis.