

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	<p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum.</p> <p>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>Collective Worship planning and outcomes file. RE curriculum RE planning and work books. Learning Walks for behaviour and behaviour for learning School Values</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action.</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 see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.</p> <p>Democracy is a school value that children meet when discussing respect and fairness.</p>	<p>School Council minutes and records Collective Worship planning and outcomes file. RE planning and work books. Learning Walks for behaviour and behaviour for learning School Values</p>	<p>Children are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children in KS2 in particular are able to use the language of respect, e.g. 'I agree with/ I don't agree with...'</p> <p>through their philosophy training.</p>
Rule of Law	<p>The children are familiar with this through our philosophy that infuses the entire work of the school.</p>	<p>Class Rules School Code of Conduct/Learning Behaviours School Values PSHE/Citizenship</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can</p>

	<p>They are familiar with the concept through RE lesson and the idea that different religions have guiding principles. Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police who take assemblies and talk to them informally.</p>	<p>lessons on the role of law and parliament School Council minutes and records Collective Worship planning and outcomes file. RE planning and work books. Learning Walks for behaviour and behaviour for learning School Values</p>	<p>abide by these. They are able to discuss and debate philosophical issues in relation to these.</p>
Individual Liberty	<p>School based discussions and acts of worship begin with discussion about the self, e.g. self – respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence-based views. Children are strongly encouraged to develop independence in learning and to think for themselves.</p>		<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>