

British Values at Sandringham Primary

British Value	Statement	Evidence/teaching opportunities across the school (What do we do in school to teach/promote value? Where might we find evidence?)	Evidence/teaching opportunities explicitly taught within the curriculum in a year group (What do we do in school to teach/promote value? Where might we find evidence?)
Democracy	Democratic values are an explicit part of the ethos in Sandringham. Debate and discussion are regular activities across the curriculum. All adults listen to the views of pupils and value their opinions. Pupils have further opportunity to have their voices heard through our school council, pupil questionnaires and pupil interviews.	<ul style="list-style-type: none"> • School Council member elections • Involvement of pupils in the recruitment process • Pupil questionnaires • Pupil interviews • Taking time to listen to pupils respectfully and kindly, and explain to all the pupils why this is important • Providing opportunities for pupils to talk about things they are interested in or have done • Encouraging conversation with others and demonstrating appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as “please”, “thank you” and “can I...?” • Circle time and taking turns • Voting for a story • Providing collaborative activities e.g. parachute games, role-play • Learning through choosing • Child initiated learning and play in EYFS • Pupils filling out PE questionnaires on which After-School Clubs they would like to see take place in school 	<p>EYFS Vote for story on a morning.</p> <p>Through circle times, we address children’s likes, dislikes and opinions. Learning circles change half-termly to allow children to experience the viewpoints and values of all of their peers.</p> <p>High expectations of collaboration and conversation.</p> <hr/> <p>Y1 High expectations of collaboration and conversation.</p> <p>Debate and discuss their view point e.g. in Science which is their favourite season and why? Would it be better to always be light/always be dark?</p> <hr/> <p>Y2 Children will write a persuasive text to the council persuading them to build a crossing linked to our core text. Children will perform an explanation to the rest of the class listening attentively.</p> <hr/> <p>Y3 During PSHE Relationships Topic, children discuss different cultures views and their expectations regarding relationship.</p> <p>During English, children discuss views and opinions on why men should and shouldn’t join the Roman Army.</p>

			<p>Y4 Debate/votes/discussion in English/History linked to the Battle of Hastings. Who was the rightful heir after King Edward? Taking turns to share and listen to both sides. Persuasive Speech – To persuade people to support Princess Leela.</p>
			<p>Y5 Debate/ discussions on sending animals to space and whether humans should colonise Mars. Writing persuasive letter for soldiers to join in battle with Grendal.</p>
			<p>Y6 Writing a persuasive text to the CEO of Apple to persuade him not to mine coltan on the DRC.</p>
Rule of Law	<p>The importance of laws and rules are consistently reinforced in the classroom, as well as school assemblies. Pupils are taught to understand the need for laws and rules – they are for individual protection, the responsibilities that this involves and the consequences of when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used.</p>	<ul style="list-style-type: none"> • Introducing pupils to school rules using their good behaviour as positive examples • School rules are visible around school • Discussion around rules and why these are important in real life scenarios when issues arise • Creating rules on entry to school and considering how you want to be treated in class • During PE lessons and games, learning about respecting the rules of the game they are playing and are consistently applied • Involving pupils in agreeing codes of behaviour and taking responsibility for implementing them • Providing books with stories about characters that follow or break rules, and the effects of their behaviour on others • PCSO is invited into school to talk to pupils about issues surrounding the law • RSE – teaching about safe touch rules and making pupils aware of their rights. 	<p>EYFS Reinforcement of values, routines and rules within our school community. Pupils learn about people that protect us (police). Pupils are taught to follow rules and encourage rule-following in their peers.</p> <p>Y1 PSHE: Healthy Me – Pupils learn about making healthy and unhealthy choices and the impact of their choices. Avocado Baby – in the book a burglar breaks into the house, discussion about the wrong choices.</p> <p>Y2 SY Fire Service will visit to talk to children about fire safety and laws linked to our history.</p> <p>Children will develop an understanding of different rules in different faiths through RE teaching.</p> <p>Children will understand the rules involved with computing and programming and what happens when these laws are not followed.</p>

			<p>Y3</p> <p>During PE, Children learn rules relating to specific sports and the consequences of the rules being broken.</p> <p>During RE, Children will learn what each culture believes about God and the rules that each religion states and the consequences.</p> <p>During English, Children read Queen of Darkness in which Boudica breaks the Roman rules of ruling alone and the consequences of this rule break.</p> <p>During Computing, children learn about coding and learn to understand that each code has a rule to follow and if these codes are broken, they will not do as instructed.</p> <hr/> <p>Y4</p> <p>RE Spring Term – How can religion teach us about deciding what is right and wrong? What are the consequences of our actions?</p> <p>English The Girl who Stole an Elephant – Discussion text. The main character steals in a Robin Hood fashion, is it every right to steal?</p> <p>Y4 Road safety/ Laws of the road and safe crossing. Electrical safety.</p> <hr/> <p>Y5</p> <p>The Ancient Greeks as an early civilisation adopting rule of law and impact on their society.</p> <p>Rules of PE and how to ensure games are played safely.</p> <p>Jigsaw – Being me in my world – rights and responsibilities</p>
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			<p>Y6</p> <p>Learning about cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) in PSHE in Year 6</p> <p>Learning about links with law in Year 6 history: The Windrush Generation</p> <p>Y6 novel – Gorilla Dawn where the main characters are involved in illegal work and the consequences of this Y6 history – significant monarchs - knowing that the monarch is involved in the passing of laws in the UK</p>
Individual liberty	<p>Pupils are encouraged to be independent learners, constantly making choices with a safe supportive environment. The development of self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and taught how to use their rights to best effect. All pupils are encouraged to support charities which may be local, national or international. They are taught consideration for others through our Religious Education curriculum and PSHE lessons. E Safety training enables them to make choices in a safe manner. Through our school values, pupils are aware of how to treat people as individuals</p>	<ul style="list-style-type: none"> • Internet Safety Day • Road Safety Week • Anti-Bullying week • Encouraging pupils to take part in fund raising activities and see the impact this has made • Encouraging pupils to be independent learners in their everyday classroom activities where resources and activities can be self-chosen where possible • Promoting independent skills across all areas e.g. self-care and self-initiated learning Learning through choosing: all activities available to all pupils, not restricted by gender stereotypes • Learning about the Diversity of the World • In PE lessons and during play, encouraging pupils to think about their next move independently and where they are going to pass/move etc. • Learning about recycling and sustainability in science and PSHE • Learning about health and wellbeing in PSHE • Learning how to look after themselves in PSHE • Learning about online friendships and staying 	<p>EYFS</p> <p>We encourage children to make their own choices in daily provision. Children know the importance of individuality and the need for diversity. Children are taught about body boundaries and know to be respectful of personal space. Safety online and in the real world is constantly reinforced. Achievements and successes are shared with parents on Tapestry and within the classroom environment.</p>
			<p>Y1</p> <p>In History, learning about the lives of significant individuals: David Attenborough, Mary Anning, - people who have contributed to National and International achievements.</p>
			<p>Y2</p> <p>In RE, children learn about the cultures and beliefs and through this gaining a respect for others.</p> <p>Through our core text, children will learn about not being restrictive by gender stereotypes.</p> <p>Children will raise money towards Andrews Hedgehog Hospital.</p>

	<p>with respect. We invest heavily in meeting the needs of all of our pupils, by creating equality of opportunity, by knowing and understanding the needs of all of the pupils.</p>	<ul style="list-style-type: none"> • In our maths learning children will have access to a range of manipulatives • Keeping safe online in PSHE • Learning how to respect themselves in PSHE • In DT, learning to make their own choices and develop reflective attitudes towards their decisions, all within a safe environment, recognising that making mistakes is acceptable • Pupils having the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging pupils to support each other • Learning and understanding how ideas are developed through processes and build up resilience to getting things wrong and trying again, making mistakes and suggesting improvements to improve their work • Discussing successes and share achievements to develop a positive sense of self 	<p>Y3 During English, Children read Stig of the Dump, which encourages the respect of people from all backgrounds.</p> <p>During RE, Children express differences regarding religious festivals.</p> <p>Through the curriculum, Children learn about significant individuals and their achievements – Mary Anning, Julius Caesar.</p> <hr/> <p>Y4 Children learn about how to use the Internet safely. Science - Electrical Safety</p> <p>Gender Stereotypes: Egyptians, female rulers looking at Queen Hatshepsut and how she was treated differently and had to prove herself as a leader because she is a woman.</p> <hr/> <p>Y5 Debates in English – children encouraged to make their own opinions and voice these.</p> <p>RE – right of freedom over religion in this country</p> <hr/> <p>Y6 Modern day slavery and FGM in PSHE in Y6</p>
<p>Mutual Respect</p>	<p>The school rules constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honesty and open communication with others and fair play.</p>	<ul style="list-style-type: none"> • Lesson observations especially behaviour and pupil/pupil, pupil/teacher relationships • Collective Worship • School rules • Pupil surveys • Parent surveys • Remembrance Day Service • Restorative Practice 	<p>EYFS Children are taught the language and skills of manners and respect. Children make own choices in provision and are taught to be confident in their decisions.</p> <p>Cultural celebrations encourage children to appreciate the lives and values of others and enforce a culture of respect and tolerance.</p>

	<p>PSHE discussions include discussion about the self, e.g. self – respect and self-worth so that pupils see that they are important in their own right.</p> <p>Pupils are strongly encouraged to develop independence in learning and to think for themselves.</p> <p>Respect is a school value that is discussed deeply, including, self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.</p>	<ul style="list-style-type: none"> • Teaching pupils to show respect for the environment and the resources within to ensure that all children can enjoy and learn together • Having discussions and activities such as social stories to discuss mutual respect and how our actions can impact others in real life situations • School Council • Eco Council • Encouraging pupils to incorporate fair play with their team-mates and opposition • Helping pupils to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Inviting pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad • Learning about families and relationships in PSHE • Selecting class novels to reflect diverse main characters and authors • Understanding the impact of bullying and online bullying in PSHE • Learning about how we change and develop as we grow in SRE • In Music, performing, composing and appraising melodies • Learning French in KS2 • RSE – teaching about safe touch rules and making pupils aware of their rights. 	<p>Children are taught about the importance of body boundaries and personal space.</p> <hr/> <p>Y1 Children are taught about kindness and sharing within the story of ‘Dogger.’</p> <p>Children respect different beliefs when learning about Christianity in RE.</p> <hr/> <p>Y2 Children will learn about the rules and respect with PE and importance of winning and losing reacting positively.</p> <p>Children will learn to take turns while communicating. Performing as part of a class assembly delivering this to parents.</p> <p>Children will learn about what life was like in the past in Doncaster and how it compares to now.</p> <hr/> <p>Y3 During RE, Children learn about different Gods and religious festivals.</p> <p>During PHSE, Children learn about how to respect themselves and their bodies, through the use of exercise and a healthy diet.</p> <p>During Music, Children will use a range of instruments and be taught how to use them with respect.</p>
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- Celebrating and learning about differences in beliefs, values and cultures e.g. collective worship.

During PE, Children will use a range of equipment and be taught how to use them with respect.

Royal Ballet will come into school and work with Year 3 and they will be taught to be respectful towards the people and the style of dance.

During Performance Poetry, Children will perform poetry aloud to others, therefore being respectful to others performing.

Y4

PSHE - Being part of a team, children are taught to be part of a team and respect each other. They learn about different forms of bullying and not to judge by appearance.

Edward Tulane – Edward is very selfish and cares little for others at the start. Learning the importance of manners, mutual respect and gratitude for those around us.

Diverse characters from different backgrounds/different families.

Y5

RE – looking at Christianity and Islam. Respecting the beliefs of others.

Y6

Windrush Generation coming to the UK in 1948
WW2 and visit to the Holocaust Museum

Class debates – was evacuation the best course of action to take during WW2, for example.

<p>Tolerance of those with different Faiths and Beliefs</p>	<p>The Sandringham curriculum aims to develop knowledge and understanding of the world.</p> <p>The RE and PSHE curriculum provide opportunities for pupils to develop tolerance and empathy towards those from different faiths, beliefs and cultures.</p> <p>Pupils are reminded of their place in a culturally diverse society, during PSHE.</p>	<ul style="list-style-type: none"> • Celebrating diversity week • Telling a range of stories to demonstrate the tolerance and respect for other faiths and beliefs • Strengthening the positive impressions pupils have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events • Visiting different parts of the local community, including areas where some pupils may be very knowledgeable, e.g. Chinese supermarket, local church etc. • Sharing stories that reflect the diversity of pupils' experiences • Inviting people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work • Class novels chosen to reflect main characters and authors from a different faith • Learning about the Diversity of the world in RE • In Music, listening, applying knowledge and understanding of music, and describing the different purposes of music in history and other cultures • Celebrating and learning about differences in beliefs, values and cultures e.g. collective worship 	<p>EYFS Providing role-play areas with a variety of resources reflecting diversity.</p> <p>Celebrating diversity through cultural and religious celebrations.</p> <hr/> <p>Y1 Children respect different beliefs when learning about Christianity in RE and learning about what makes some places sacred.</p> <hr/> <p>Y2 Children will bring a range of food to support the local food bank as part of harvest.</p> <hr/> <p>Y3 Children respect different beliefs when learning about Christianity in RE</p> <hr/> <p>Y4 In History, learning about beliefs and cultures of ancient civilisations e.g. the Ancient Egyptians.</p> <p>In RE, what does it mean to be a Hindu in Britain today?</p> <p>In French, Celebrations – Bastille Day</p> <p>Music – Children learning a range of music e.g. opera</p> <p>Art and Design – Kente cloths and symbolic colours</p> <p>The Girl who stole an Elephant by Nizrana Farook was born and raised in Colombo, Sri Lanka.</p>
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			<p>Y5 RE – what does it means to me Muslin in Britain today?</p> <p>DT – food and nutrition from countries around the world.</p>
			<p>Y6 Learning about the Windrush Generation in history. WW2 and visit to the Holocaust Museum</p>