

## British Values

Our understanding of British Values is underpinned by our school Christian values and taught throughout our curriculum.

Through the pupils' wide and varied learning opportunities, they develop a sense of morality and think about what they hold as right or wrong, why they do so and how they should act. Social development enhances the skills and personal qualities for life. Our approach involves growth in knowledge and understanding of society in all its aspects; its institutions, economic and political organisation.

We explore our multicultural society and foster respect, tolerance and empathy towards the values, customs and cultural heritage of others. Knowledge of the nature and roots of their own cultural traditions and practice: be these religious, social, aesthetic, ethnic, or political, and also the key features of other major cultural groups within their own society.

British Values	How our classes shows them, are taught them etc.
<p>an understanding of how citizens can influence decision-making through the democratic process;</p>	<ul style="list-style-type: none"> <li>• Pupil Leadership provides the pupils with an understanding of democracy. They elected their House Captain and Deputy through a fair, voting system and make collaborative decisions for the school in their specific roles.</li> <li>• Pupil voice (including monitor jobs)</li> <li>• Use of topic work – Year 5 Ancient Greece topic looked at democracy, compared to current UK system. The children held a political debate and children voted for their own political parties.</li> <li>• In response to the recent installation of the wind farm at Polegate, cross-curricular links will be made to Science and pupils will take part in a debate.</li> <li>• A WWII topic in Year 6 educates about the difference between democracy and dictatorship.</li> <li>• A topic on 1066 in Year 4, provides the history of British land and law.</li> <li>• Remembrance Service and Activities (including an art gallery) in the local church.</li> </ul>
<p>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</p>	<ul style="list-style-type: none"> <li>• Visits from Fire Service, Police and Nurse</li> <li>• School's behaviour system – we have empowering the children to manage their own behaviour</li> <li>• Peer mediators – are trained to resolve conflict</li> <li>• Monitor Jobs</li> <li>• Play Leader roles</li> <li>• E-safety awareness (Safer Internet day)</li> </ul>

	<ul style="list-style-type: none"> <li>• Looking at job roles/ responsibility in PSHEe lessons</li> <li>• Alcohol and drug awareness taught in PSHEe lessons</li> <li>• Introduction of Learning Behaviours has enabled pupils to have an understanding of how their behaviour impacts on others.</li> <li>• Safety in Action – attended by Year 6.</li> <li>• NSPCC Workshops.</li> </ul>
<p><i>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;</i></p>	<ul style="list-style-type: none"> <li>• Visits from the Police</li> <li>• Classroom discussions about responsibility</li> <li>• PSHEe – how laws are made.</li> <li>• Link to behaviour management policy – real world.</li> </ul>
<p><i>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;</i></p>	<ul style="list-style-type: none"> <li>• Range of World religions taught in RE lessons (by a specialist) and Collective Worships – 10 Commandments.</li> <li>• Range of books in Library and Book Corners</li> <li>• Promoting skills of independence through Pupil Leadership and the Learning Knights.</li> <li>• Looking at websites such as Newsround to inform</li> <li>• Links with school in India.</li> <li>• German and American students complete a placement for two terms, every year. During this time pupils are taught about cultural differences.</li> </ul>
<p><i>an 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</i></p>	<ul style="list-style-type: none"> <li>• Range of World religions taught in RE lessons and Collective Worships.</li> <li>• PSHEe link – similarities and differences/ likes and dislikes (where we live may be different to others), looking at families and different communities</li> <li>• Visit to religious places</li> </ul>
<p><i>an understanding of the importance of identifying and combatting discrimination</i></p>	<ul style="list-style-type: none"> <li>• PSHEe – differences</li> <li>• Class/ school rules</li> <li>• Child-friendly anti-bullying policy</li> <li>• Anti-bullying week – Power for Good.</li> <li>• Blast off! (Promoting positive relationships and understanding how their choices impact on others).</li> </ul>