



## **British Values at Burbage C of E Infant School**

At Burbage Church of England Infant School we aim for our children to become responsible and engaged citizens, who know they can actively participate in the democratic process and make choices about how the society they are a part of is organised. We want to encourage them to have a respect for authority, while also knowing they can have a voice in making key decisions that will impact upon their lives, and, later, choosing who their leaders are, and how they are led. We believe it is crucial that they develop a respect for diversity and a sense of how they, as individuals, can help to create a strong sense of community cohesion. Our PSHE curriculum lies at the heart of everything we do at school, in terms of how we nurture the basic principles of right and wrong, care for others (as well as ourselves), and learning to respect and embrace differences in a very diverse and modern Britain. These principles are borne out, not just through the PSHE curriculum, (PSED in Foundation Stage), but are also endorsed through the Christian values that we nurture in our school, as well as the Christian themes that are taught and developed through our times of Collective Worship and through our RE curriculum. With the use of engaging lessons, we hope to enable the children to achieve these aims.

### **Our School Christian Values are:**

- Friendship
- Respect
- Care
- Honesty
- Perseverance

### **Our themes for Collective Worship are:**

- Thankfulness
- Trust
- Perseverance
- Justice
- Service
- Truthfulness
- Generosity
- Compassion
- Courage
- Forgiveness
- Friendship
- Respect

British Values, related school Christian Values and Themes from Collective Worship	Learning Objectives	Examples of how these are developed in the school and links with other subject areas
<p><b>Democracy</b> (linked to the school value of Respect and the themes of Justice and Service.)</p>	<ul style="list-style-type: none"> <li>• to understand and respect the democratic process</li> <li>• to understand how they can influence decision making through a democratic process</li> <li>• to listen to, and accept another person's point of view</li> <li>• to understand how to argue and defend a point of view</li> <li>• to understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• School Council, where members are democratically elected</li> <li>• Eco-Committee, where representatives are also democratically elected</li> <li>• Junior Road Safety officers</li> <li>• children are given opportunities at the beginning of a new topic, to consider and say what they would like to learn</li> <li>• spending time on reflection about our Golden Rules, encouraging them to see how these rules help to create an environment that is fair and which will help them to learn</li> <li>• teachers endeavouring to be consistent about the application of the Golden Rules, and, particularly, with any loss of Golden Time</li> <li>• monitors/helpers are chosen in classes, to help with jobs to be done in class and/or around the school</li> <li>• creating an ethos in school where all members of the school community are valued equally and treated fairly and with respect</li> <li>• suggestions box available and accessible to the children, so they can put forward their own ideas for improving the school</li> <li>• in lessons/discussions, children are encouraged to listen to the view of other people, without interrupting</li> <li>• in PE children are taught about fairness and co-operation when playing as part of a team</li> </ul>

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<p><b>The Rule Of Law</b> (linked to the school values of Respect and Honesty, and the themes of Justice, Truthfulness and Service.)</p>	<ul style="list-style-type: none"> <li>• to be able to recognise the difference between right and wrong, and apply this to their own lives</li> <li>• to be able to accept responsibility for their own behaviour</li> <li>• to understand the consequences of their behaviour and actions</li> <li>• to begin to learn how to resolve conflicts effectively</li> <li>• to understand that having laws works in everybody's benefit, and will help keep them happy and safe</li> </ul>	<ul style="list-style-type: none"> <li>• time spent in assemblies and in classrooms talking about the Golden Rules</li> <li>• Golden Time loss system helps to maintain an environment where everyone feels valued and learning is maximised</li> <li>• public service visits, eg. Police, fire, etc.</li> <li>• stories about the ten commandments and the new laws Jesus gave us</li> <li>• visits from our vicar at St Catherine's, as well as other local Church leaders</li> <li>• classroom rules</li> <li>• circle time discussions</li> <li>• individual behaviour and management plans, with close collaboration with parents/carers</li> <li>• positive reinforcement of good behaviours, eg. stickers, stamps, class rewards, 'treat' days, showing work to previous teachers/Head Teacher, Gold Book certificates, 'celebration' assemblies, etc.</li> </ul>
<p><b>Individual Liberty</b> (linked to the school value of Perseverance and the themes of Perseverance and Justice.)</p>	<ul style="list-style-type: none"> <li>• to understand that all people have rights, as well as responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Golden Rules taught and followed in school</li> <li>• Golden Time losses, used consistently and fairly, to manage learning behaviours</li> <li>• Circle time discussions</li> <li>• Classroom rules</li> </ul>

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<p><b>Mutual Respect and Tolerance</b> (linked to school values of Care, Respect and Friendship, and the themes of Thankfulness, Trust and Justice.)</p>	<ul style="list-style-type: none"> <li>• to reflect about their own beliefs and compare them with those of other people, which may be very different</li> <li>• reflect about their own experiences, and listen to others sharing their different experiences</li> <li>• show an interest in investigating moral and ethical issues, and appreciating the viewpoints of others, that may not be the same as their own</li> <li>• show respect to people from different backgrounds, whether religious, ethnic or socio-economic</li> <li>• participate in a variety of settings, behaving appropriately and co-operating well with others</li> <li>• begin to show awareness and appreciation of a broader range of cultures than they may have previously had experience of, in the relatively small local environment of Burbage and Hinckley</li> <li>• understand, accept, respect and celebrate diversity</li> </ul>	<ul style="list-style-type: none"> <li>• a range of different resources used across the entire curriculum to help pupils understand and welcome diversity</li> <li>• School's Golden Rules</li> <li>• Golden Time losses, used consistently and fairly, to manage learning behaviours</li> <li>• posters, books and other visual resources around school that reflect and celebrate difference</li> <li>• needs of different children met with differentiated lessons, appropriate levels of support and a range of intervention groups</li> <li>• children going through periods of particular difficulty (eg. bereavement, illness, phases of separation anxiety, etc.) targeted, with periods of intensive support offered, for as long as necessary, with the agreement and co-operation of parents</li> <li>• diversity modelled, as much as possible, by school personnel</li> <li>• staff aware of importance to monitor bullying incidents, and to make sure that, in cases where there could be a prejudicial motive, this is tackled sensitively</li> <li>• participation in community based activities, eg. visiting the local churches, old peoples' residential homes in the village, maypoling at Burbage Common, etc.</li> <li>• Year 2 trips to other places of worship, (eg. a Synagogue or a Mendir in Leicester.)</li> <li>• differences celebrated within classes and in assemblies, when children from other cultures or faiths are encouraged to share their practices and celebrations</li> <li>• overseas projects supported in school, and explained with talks from representatives and photos on display boards</li> <li>• children learn about key festivals and celebrations from other cultures, eg. Chinese New Year</li> <li>• children learn French, and sometimes Spanish in Year 2</li> <li>• discuss situations from the news in an age appropriate way</li> <li>• read, share and discuss news featured in First News (a weekly newspaper aimed at young children that covers important topics of world news), which is made available to all the children in Year 2</li> </ul>

