

## Preparing Children for life in Modern Britain.

At Dilton Marsh Church of England Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Through all curriculum areas we aim to provide opportunities for a deeper and further understanding of these concepts. Our RE and PSHE lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of how these values apply to their own lives. There are also opportunities built in to other Curriculum areas to apply an understanding and discussion of British Values. At Dilton Marsh Church of England Primary School we feel that a strong focus on British values throughout the school helps children to develop a strong understanding of the need to embrace diversity, to celebrate individuality and to value every individual.

What are British Values?

According to The Department for Education as set out in November 2014 the fundamental British Values that should form part of every school's curriculum and ethos are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At Dilton Marsh Church of England Primary School we embrace these values in the following ways.

British Value	Statement	Evidence	Impact
<p><b>Mutual Respect and the Tolerance of those with different Faiths and Beliefs.</b></p>	<p>Respect is a fundamental school value, linked to all areas of school behaviour, relationships and development. We pay explicit attention to this as part of the everyday life of our school.</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>Records of PSHE Sessions / discussion within Collective Worship.</p> <p>RE curriculum RE planning.</p> <p>Children's RE books and floor books.</p> <p>Discussions within class.</p> <p>Learning Walks for behaviour and behaviour for learning.</p> <p>Discussion of our dojo points for Respect.</p>	<p>Children can articulate and explain why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>They are able to discuss the ways that respect is shown and how to improve their relationships by showing respect for each other.</p> <p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>The behaviour for learning within each class is based on the value of Respect.</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.
<b>Democracy</b>	<p>The children at Dilton Marsh Primary see democracy borne out in a wide variety of ways and see this as being an essential component of successful team working.</p> <p>Democracy in action is evident through our house system, groups within the school and in individual classrooms as decisions are made that impact on everyone.</p> <p>Every child's voice is valued and actively encouraged in all areas of the Curriculum. Children are encouraged to discuss and share their opinions. Pupil interviews are widely used for a variety of reasons and questionnaires are introduced frequently to encourage pupil participation and planning in all areas of school life.</p>	<p>School Ambassadors and sports leaders are introduced in year 6. House challenges are introduced and completed across the school with all children taking part in planning events.</p> <p>Learning Walks for behaviour and behaviour for learning School Values.</p> <p>All children are encouraged to take part in all aspects of school life and are supported to do this.</p> <p>Academy Council are encouraged to play a big part in our school life.</p> <p>Whole PSHE curriculum.</p>	<p>House team challenges, tasks and assemblies show a willingness to learn and grow together.</p> <p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>Children are able to explain and reflect on the need to be supportive of others and why listening to other opinions is valued.</p>
<b>Rule of Law</b>	<p>The children at Dilton Marsh Primary are familiar with this concept through the philosophy that infuses the entire work of the school. The introduction of a child's code of conduct created by the children themselves underpins this.</p> <p>They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles.</p>	<p>Children's code of conduct. Classroom charter/ promises. School Rules/Learning Behaviours Christian Values PSHE/Citizenship lessons on the role of law and parliament School Council meetings Collective Worship. RE planning Learning Walks for behaviour and behaviour for learning Development of Growth Mind-set</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these expectations.</p> <p>House challenges are suggested and developed by the children.</p> <p>They are able to discuss and debate philosophical issues in relation to rights and responsibilities.</p>

	<p>Children are used to debating and discussing laws/rules and their application.</p> <p>Children are familiar with the local police who visit, to talk to them informally as well as other organisations such as the fire service who give talks about the need for rules and guidelines.</p>		
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<p><b>Individual Liberty</b></p>	<p>Our Values based discussions and acts of worship begin with discussion about the self, e.g. self –respect and self-worth and self-esteem in relation to the individual value so that children see that they are important in their own right. The PSHE Curriculum supports this for all year groups.</p> <p>Through skills linked to the PSHE Curriculum we encourage the children to develop their own thoughts and opinions and to feel confident to explain these.</p> <p>We also value the ability of each child to stand by their views as well as considering the opinions of others. Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>Children are able to show independence in learning and to think for themselves.</p> <p>Behaviour for learning is encouraged and developed so all children are able to develop as thoughtful and considerate individuals.</p> <p>Behaviour is discussed so that all children are respectful of other people’s views.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in and out of school.</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action. They consider the thoughts and opinions of others when making decisions.</p>
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### How does our Collective Worship encourage an understanding and promotion of British Values ?

Throughout the year in Collective Worship, we focus on each of the British Values in turn. As each value is considered we think about what the value means, what the children already know and discuss in an age appropriate way why the value is important to them and how they can use it.

Term 1 and 2	Respect.	How do you show respect? Link to Anti bullying focus in term 2.
Term 3	The Rule of Law.	Respect for Rules. Do rules really matter?  What would your class be like if there were no rules? What would our School be like if there were no rules? What would Britain be like if there were no rules?
Term 4	Individual Liberty.	What makes me, me?  What makes you special?  What makes you unique?  Why is it important to recognise differences?
Term 6	Democracy.	Why is it important to take turns?  What does democracy mean to you?  Why do we need democracy?

### How does our Curriculum encourage an understanding and promotion of British Values ?

#### **Learning about British Values through Religious Education.**

<u>Democracy in Religious Education.</u>	<u>The Rule of Law in Religious Education.</u>
<u>EYFS-</u> Planning celebrations- how do we reach decisions?	<u>EYFS-</u> Rules- visits from the Police during the year, what do we know about their jobs?
<u>Year 1-</u> Easter-Roman Rule, How should you treat monarchy/rulers. Why did people think Jesus was a King?	<u>Year 1-</u> Do not damage other's property- taking care of things/gifts/ the Creation story. The Ten Commandments-Judaism.

<p><u>Year 2-</u> Why do we decide things together in the UK?-Kindness. Why did Jesus allow himself to be condemned under the law of the land? What were the laws of the time?</p> <p><u>Year 3-</u> Belief and practices of Hinduism.</p> <p><u>Year 4-</u> Jesus allowed himself to be condemned under law of his land. What do we remember about the Laws of the Time. Why did Jesus allow himself to be condemned?</p> <p><u>Year 6-</u> Respecting the 5 pillars of Islam.</p>	<p><u>Year 2-</u> Why can rules help us to show compassion? Islam-Laws for Prayer, 5 pillars of Islam. Why did Jesus allow himself to be condemned under the law of the land?</p> <p><u>Year 3-</u> Belief and practices of Hinduism.</p> <p><u>Year 4-</u> The Covenant/ten Commandments. What does this tell a Jew about living their lives?</p> <p><u>Year 5-</u> Hinduism-Understanding of Vedas. (Oldest religious text in Hinduism.) Christianity- Which laws were broken by Jesus? Why was he tried and convicted, sentenced to death? What do you think of the consequences?</p> <p><u>Year 6-</u> Respecting 5 pillars of Islam. Laws of the Qu’ran.</p>
<p style="text-align: center;"><u>Individual Liberty in Religious Education.</u></p> <p>What makes you you? All about me- introduction to your new class.</p> <p><u>EYFS-</u> All about me, what is important to me, how are we different?</p> <p><u>Year 1-</u> Jesus’ friends stood up for what they believed in to follow Jesus. People were free to welcome Jesus as a King. Celebrations linked to Judaism.</p> <p><u>Year 2-</u> Islam-Why do Muslims follow these laws?</p>	<p style="text-align: center;"><u>Mutual Respect in Religious Education.</u></p> <p>How are families different? Getting to know each other.</p> <p><u>EYFS</u> Celebrating different World Faiths. Learning stories from different faiths. Festivals- how do people around the World celebrate. Litter check- looking after our World.</p> <p><u>Year 1-</u> Take care of each other. Take care of each other’s possessions. Value what is important to others-Bible Stories. How do other people celebrate Christmas? Judaism- learning about another World Faith.</p>

<p>Freedom to follow a faith- why is this important?</p> <p><u>Year 3-</u> How does a Hindu child celebrate their faith? Understanding of how a Hindu shows their faith. Religious freedoms.</p> <p><u>Year 4-</u> Judaism-Respecting law and leading a peaceful life. Discussion about Kosher foods are they available to buy for all Jewish people? Salvation- Jesus willingly gave up his freedom. How do you feel about this? How did his friends followers feel about this?</p> <p><u>Year 5-</u> Why did Jesus give up his freedom?</p> <p><u>Year 6-</u> Are you open minded when it comes to faith and belief?</p>	<p><u>Year 2-</u> Links between respect and compassion. Bible stories- The Good Samaritan, what does this teach us about respect and tolerance? Islam-How does praying 5 times a day help? Christianity-Significance of resurrection to Christians.</p> <p><u>Year 3-</u> Understanding of Christian faith. How does this influence a Christian life style?</p> <p><u>Year 4-</u> Belief, celebration and faith- how can we show and use British Values? Are people always allowed to follow their religion?</p> <p>Year 5- Learning about key elements of Hinduism and how this influences how a Hindu leads their life.</p> <p>Sharing of opinions, questions and understanding other opinions. Listening and discussing with respect. Debate and discussion- different types of truth.</p> <p><u>Year 6-</u> Are you open minded when it comes to faith and belief?</p>
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**Learning about British Values through Personal, Social and Health Education**-see attached overview from Jigsaw Scheme of Work.

**We have looked at where other subject link with each of the British Values..**