

Evaluating the Promotion of British Values - Democracy

Provisions that may help pupils develop an, ‘understanding of how citizens can influence decision- making through the democratic process.’

Evidence	Where can we find it?	SMSC Links
<ol style="list-style-type: none"> 1. Elected School Council. 2. School Council Manifestos 3. School elections such as t-shirts, charities, subject days, fruit 4. Theme questionnaires – feedback for teachers 5. Behaviour Questionnaires 6. KS2 Assembly awards 7. Whole school assemblies. 8. KS1 and KS2 assemblies 9. Curriculum 10. Promotion through displays 11. Anti-Bullying Ambassadors 	<ol style="list-style-type: none"> 1. School Council Display 2. School Council Display 3. Election Display and information board 4. Theme file – summaries / Website 5. Pupil Voice file / Website 6. KS2 Merit Team display 7. Assembly overviews – displayed / website 8. Assembly overviews – displayed / website 9. Books, planning, website 10. School displays 11. Anti-Bullying Ambassador display 	<p>Social - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Social – knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p>Spiritual - use of imagination and creativity in their learning and willingness to reflect on their experiences.</p> <p>Moral - interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p> <p>Social - willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p>

Evaluating the Promotion of British Values – Rule of Law

Provisions that may help pupils develop an, ‘appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.’

Evidence	Where can we find it?	SMSC Links
<ol style="list-style-type: none"> 1. Golden Rules – understood and consistently applied. 2. Restorative Practice 3. Pupil Risk Assessments for all learning out of school. 4. Child Safeguarding Posters 5. Curriculum 6. Behaviour Policy and procedures 7. promotion through displays 8. Anti- Bullying Ambassadors 	<ol style="list-style-type: none"> 1. Classrooms, communal areas, behaviour policy, website 2. Daily practice 3. Pupil Risk Assessment file 4. Displayed in school 5. Books, planning, website 6. Behaviour practice in school 7. Displays throughout school 8. Anti-Bullying Ambassador display 	<p>Moral - to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</p> <p>Moral - understanding of the consequences of their behaviour and actions</p> <p>Social - willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>Social - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>

Evaluating the Promotion of British Values – Individual Liberty

Provisions that may help pupils develop an, 'understanding that the freedom to choose and hold other faiths and beliefs is protected in law'

Evidence	Where can we find it?	SMSC Links
<ol style="list-style-type: none"> 1. Curriculum 2. Equality display 3. Equality policy 4. Assemblies and related work 5. School Council 6. Behaviour Policy 7. Restorative Practice 8. Promotion through displays 	<ol style="list-style-type: none"> 1. Books / website /planning 2. Classrooms, communal areas, behaviour policy, website 3. Daily practice 4. Assembly 5. School Council File / display 6. Behaviour procedures 7. Pupil Management of behaviour problems 8. Displays throughout school 	<p>Spiritual - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p>Social - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p>Social - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Moral - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>Moral - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p>

Evaluating the Promotion of British Values - Tolerance

Provisions that may help pupils develop an, 'acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated.'

Evidence	Where can we find it?	SMSC Links
<ol style="list-style-type: none"> 1. Curriculum 2. Equality display 3. Equality policy 4. Assemblies and related work 5. School Council 6. Golden Rules 7. Restorative Practice 8. Behaviour Policy and procedures 9. promotion through displays 	<ol style="list-style-type: none"> 1. Books / website /planning 2. Classrooms, communal areas, behaviour policy, website 3. Daily practice 4. Assembly planning, displays, website 5. School Council File / display 6. Golden Rules in all classrooms 7. Day to day practice/ discussion with children / staff 8. Behaviour policy and practice 9. displays throughout school 	<p>Spiritual - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>Cultural - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>Cultural - willingness to participate in and respond positively to artistic, sporting and cultural opportunities</p> <p>Social - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>

Evaluating the Promotion of British Values – Mutual Respect

Provisions that may help pupils develop an understanding, 'of the importance of identifying and combatting discrimination.'

Evidence	Where can we find it?	SMSC Links
<ol style="list-style-type: none"> 1. Curriculum 2. Equality display 3. Equality policy 4. Assemblies and related work 5. School Council 6. Golden Rules 7. Restorative Practice 8. Behaviour Policy and procedures 	<ol style="list-style-type: none"> 1. Books / website /planning 2. Classrooms, communal areas, behaviour policy, website 3. Daily practice 4. Assembly planning, displays, website 5. School Council File / display 6. Golden Rules in all classrooms 7. Day to day practice/ discussion with children / staff 8. Behaviour policy and practice 	<p>Cultural - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>Social - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>