

# British Values Coverage at Tilston Parochial CoE Primary School: What do we do ...?



Democracy	
<ul style="list-style-type: none"> <li>Provide pupils with a broad general knowledge of, and promote respect for public institutions and services.</li> <li>Teach pupils how they can influence decision- making through the democratic process.</li> <li>Encourage pupils to become involved in decision-making processes and ensure they are listened to in school.</li> <li>Organise visits to the local council and Parliament.</li> <li>Hold ‘mock elections’ so pupils learn how to argue and defend points of view.</li> <li>Help pupils to express their views.</li> <li>Teach pupils how public services operate and how they are held to account.</li> </ul>	<p>We have our own school council with elected representatives. A ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates.</p> <p>2022- Y6 pupils will be encouraged to present a speech stating the skills they have to fulfil the role of the Chair, Vice Chair and Secretary.</p> <p>School Council members discuss current issues within school and get ideas from their class members. They feedback results from meetings and make plans on how to spend school money. E.g. for new break-time equipment, sports goals. They also come up with ideas for charities. E.g. they plan activities for Children in Need Day/Red Nose Day and our Operation Christmas Child 2021.</p> <p>2022- The Chair will report to Governors about the activities of the School Council.</p> <p>All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.</p> <p>Children also have a voice via Pupil Voice is regularly used to gauge opinion about learning, curriculum and mental health.</p> <p>The elections of Head Boy and Head Girl are based on pupils and staff votes. 2022- children will be invited to apply for the role of Head Girl and Boy and present a letter of application. Interviews will be conducted by SLT and a decision will be made by considering applications, pupil votes (Y6) and staff votes. All staff are invited to vote to gain a wider view of pupils’ behaviour and attitude around school.</p> <p>Our school Positive Behaviour Policy involves rewards which the pupils have discussed. Class Dojo points/ Team points/class treats.</p> <p>Class treats are decided by the School Committee</p> <p>The principle of democracy is explored in the History and RE curriculum as well as in Collective Worship.</p> <p>Visits to appropriate venues, meetings with local political figures such as the local MP, have proven to be very enriching experiences.</p> <p>Pupils are actively involved in the selection processes of new staff.</p> <p>‘Fairness’ is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives.</p> <p>Children work co-operatively in pairs and small groups. They are taught turn taking from a young age.</p> <p>Older children can articulate respect for each other’s opinions.</p> <p>Respect is one of our 6 core values and is explored through Collective Worship.</p> <p>Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution.</p>

<ul style="list-style-type: none"> <li>• Model how perceived injustice can be peacefully challenged.</li> </ul>	<p>Our Anti-Bullying policy was reviewed in 2021-2022 with our Children’s Committee and Anti-Bullying Ambassadors. We based our policy on Paul Dix as we agreed with the reflective practice and consideration to our needs and those of others.</p> <p>We take part in days such as Sport Relief, Comic Relief and Children in Need and learn that money can be used to help those less fortunate than ourselves.</p> <p>We bring in food to donate to the local food bank during our Harvest service and Reversed Advent calendar</p> <p>KS2 study the Greeks – origins of democracy. (House Martins- Year 3/4)</p> <p>Year groups follow the same agreed Tilston Code- Br Ready, Be Respectful &amp; Be Safe; they also contribute to reviews of the school’s behaviour Policy. Every year group takes part in Anti-Bullying Week.</p> <p>Clubs - Children request and give opinions on clubs e.g. they wanted a range of clubs, rather than all sports, so Digital Wizards club was introduced 2022</p> <p>We sell poppies for Armistice Day. The Head Boy and Head Girl lay a poppy wreath to represent the school and all children and families are invited to attend the service at St Mary’s Church.</p> <p>Reverend Tim leads a special service on Armistice Day for KS2 children at St Mary’s Church.</p>
---	---

## Rule of Law

<ul style="list-style-type: none"> <li>• Ensure school rules and expectations are clear and fair.</li> <li>• Help pupils to distinguish right from wrong.</li> <li>• Help pupils to respect the law and the basis on which it is made.</li> <li>• Help pupils to understand that living under the rule of law protects individuals.</li> <li>• Include visits from the Police in the Curriculum.</li> </ul>	<p>The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed code- Be Ready, Be Respectful &amp; Be Safe.</p> <p>Children are taught to abide by the school rules. Our rules are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.</p> <p>The Behaviour Policy is shared with new families. Pupils are helped to distinguish right from wrong.</p> <p>Pupils are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Pupils are helped to understand that living under the rule of law protects individuals.</p> <p>Visits from authorities such as the Police; Fire Service; Ambulance etc. are regular parts of our calendar and help reinforce this message.</p> <p>The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict.</p>
---	---

<ul style="list-style-type: none"> <li>• Teach pupils aspects of law and discuss how this might differ from some religious law.</li> <li>• Develop restorative justice approaches to resolve conflicts.</li> </ul>	<p>The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers.</p> <p>A Broxton Federation Group Code of Conduct has been created to share our expectations of respect. We are committed to praising children’s efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of stickers and certificates.</p> <p>Our core values- we celebrate seeing our values in action with Roots and Fruits stickers and these achievements are celebrated in worship.</p> <p>Children’s achievements are also recognised during Celebration Assemblies.</p> <p>Internet safety rules are taught and discussed with pupils. Eaware has been introduced to improve the knowledge and skills of online safety for pupils and parents. This program was shared during a parent committee meeting.</p> <p>Use of ‘social stories’ for SEN children - explaining consequences of behaviour.</p> <p>Constant discussions and reiteration of the result and impact of actions on others.</p> <p>In assemblies, we look at rules in society and the consequences of breaking these.</p> <p>We have nurture groups led by adults in school- ELSA</p> <p>The Great Fire of London is taught in KS1 - law and rules of the services.</p> <p>Bike Ability Training - Year 5 &amp; 6.</p> <p>Safer Internet Day celebrated and endorsed.</p> <p>Annual online safety meeting for parents- delivered by PCSO and Eaware.</p>
--	--

## Individual Liberty

<ul style="list-style-type: none"> <li>• Ensure school rules and expectations are clear and fair.</li> <li>• Help pupils to distinguish right from wrong.</li> </ul>	<p>Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.</p> <p>For example, by signing up for extra-curricular clubs, choosing the level of challenge in some lessons and becoming increasingly more involved in child-led learning. A further example is where foundation stage children have the opportunity to choose their extended learning through adult guided child-initiated play.</p>
--	--

<ul style="list-style-type: none"> <li>• Help pupils to respect the law and the basis on which it is made.</li> <li>• Help pupils to understand that living under the rule of law protects individuals.</li> <li>• Include visits from the police in the curriculum.</li> <li>• Teach pupils aspects of law and discuss how this might differ from some religious law.</li> <li>• Develop restorative justice approaches to resolve conflicts.</li> </ul>	<p>As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.</p> <p>Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.</p> <p>Pupils are encouraged to take responsibility for their behaviour, for example through our outdoor learning provision, or through e-safety.</p> <p>Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons.</p> <p>Freedom of speech is modelled through encouraging pupil participation.</p> <p>Vulnerable pupils are protected and stereotypes challenged.</p> <p>A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions. Anti-Bullying Ambassadors voted for annually and encouraged to be positive role models. They are also encouraged to be the voice for children who need additional support.</p> <p>Pupils have key roles and responsibilities in school e.g. E safety Officers, Sports Ambassadors.</p> <p>Children are consulted on many aspects of school life and via the Children’s Council.</p> <p>Collective Worship cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right.</p> <p>Children are strongly encouraged to develop independence in learning and think for themselves.</p> <p>Pupils are encouraged to look after each other’s wellbeing - PSHE topics promote self-awareness and responsibility.</p> <p>We encourage as much positive praise as possible.</p> <p>The school’s Positive Behaviour Policy and Anti-Bullying Policies encourage children to reflect on their wrong-doings and consider alternatives to their behaviour.</p> <p>We learn about the differences and similarities between religions and that the key values are based around peace, love and respect.</p> <p>All staff have attended Prevent Training</p> <p>Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school.</p>
---	---

## Mutual Respect and the Tolerance of those with different Faiths and Beliefs

<ul style="list-style-type: none"> <li>• Promote respect for individual differences</li> <li>• Help pupils to acquire an understanding of and respect for</li> </ul>	<p><b>Respect is one of the core values of our school.</b> This can be seen and felt in our pervading ethos in school.</p> <p>The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.</p> <p>All of the above is embedded throughout the school and strongly promoted at break and lunchtime through our “Buddy” scheme.</p> <p>The school strongly promotes respect for individual differences.</p>
--	---

<p>their own and other cultures and ways of life.</p> <ul style="list-style-type: none"> <li>• Challenge prejudicial or discriminatory behaviour.</li> <li>• Organise visits to places of worship.</li> <li>• Develop links with communities.</li> <li>• Develop critical personal thinking skills</li> <li>• Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers</li> </ul>	<p>Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.</p> <p>Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.</p> <p>Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including ‘extremist’ views.</p> <p>Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within Collective Worship and in class. (Autumn 2022- Imran Kotwol booked to visit)</p> <p>Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers.</p> <p>Collective Worship and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE. We follow 12 Christian Values – generosity, compassion. Courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service, truthfulness. These are on a 2-year cycle.</p> <p>We offer a diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum Topics.</p> <p>Respect for each other is modelled by all staff towards the pupils and each other.</p> <p>Respect is discussed during assemblies, RE lessons and in everyday conversations.</p> <p>Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the Environment.</p> <p>In 2022 we embarked on the CEF AW- Christian Ethics Farming and Animal Welfare. See Equality Policy and Anti-Bullying Policy.</p> <p>Children’s behaviours around the school demonstrate their understanding of respect.</p> <p>We acknowledge Random Acts of Kindness Day.</p> <p>We follow the Cheshire West and Chester agreed syllabus for RE - our RE Curriculum reinforces the importance of</p> <p>Understanding and respecting different faiths and beliefs.</p> <p>Cultural celebrations are discussed in class and Collective Worship. We celebrate different festivals in other cultures e.g. Diwali.</p> <p>Different types of family structure are discussed in PSHE.</p> <p>We took part in the Rainbow Project to show we welcome all families- LGBT+</p> <p>We have introduced ‘peer assessment’ in some of our English and Maths lessons.</p> <p>KS2 Sports Ambassadors mentor our younger children with how to play at lunch times. (2022 key priority area- develop young leaders)</p> <p>Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities.</p>
---	--

	Our school menu has special 'international days' in which children taste food originating from different countries.
--	---