



British Values Impact Statement

British Value	Statement	Evidence	Impact
<p><b>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</b></p>	<ul style="list-style-type: none"> <li>• Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PSHCE, and SMSC curriculum.</li> <li>• Respect is part of our school vision, where children are encouraged to show energy for life and the environment, including respect, compassion and being 'green'.</li> </ul>	<ul style="list-style-type: none"> <li>• Collective Worship</li> <li>• RE curriculum</li> <li>• RE planning and work books.</li> <li>• PSHCE planning</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> <li>• Engagement plans for each year group.</li> <li>• Passport days where children work in mixed year groups, learning about a different country and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.</li> <li>• Children's behaviour demonstrates their good understanding of this value in action.</li> <li>• 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.</li> </ul>
<p><b>Democracy</b></p>	<ul style="list-style-type: none"> <li>• The children see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.</li> <li>• Democracy is a school value that children meet when discussing respect and fairness.</li> </ul>	<ul style="list-style-type: none"> <li>• School Council minutes and records</li> <li>• The election process for school council.</li> <li>• Debate club (extra-curricular lunchtime club).</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> <li>• Bronze Sport Ambassadors</li> <li>• Whole school assemblies</li> <li>• Y6 entered parliamentary flag competition – one flag won the competition</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.</li> <li>• Children in KS2 in particular are able to use the language of respect, e.g. I agree with/ I don't agree with...' through their discussions of 'The big idea' in RWInc.</li> <li>• Children in year 6 have considered elements involved in a</li> </ul>

		for East Cambridgeshire and was flown at The Houses of Parliament	constituency.
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>• The children are familiar with this through our philosophy that infuses the entire work of the school.</li> <li>• They are familiar with the concept through RE lesson and the idea that different religions have guiding principles.</li> <li>• Children are used to debating and discussing laws/rules and their application.</li> <li>• Children have talks by PCSOs in response to issues that affect them e.g. e-safety and associated laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Rules</li> <li>• School behaviour policy and assertive mentoring.</li> <li>• Learning Behaviours</li> <li>• School Values</li> <li>• PSHE/Citizenship lessons on the role of law and parliament</li> <li>• School Council minutes and records</li> <li>• RE planning and work books.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> <li>• Assertive mentoring across school applies agreed rules consistently and fairly</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.</li> <li>• They are able to discuss and debate philosophical issues in relation to these.</li> </ul>
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>• School based discussions and acts of worship begin with discussion about the self, e.g. self –respect and self-worth in relation to the individual value so that children see that they are important in their own right.</li> <li>• Children are strongly encouraged to develop independence in learning and to</li> </ul>	<ul style="list-style-type: none"> <li>• Steps to success lessons and assemblies</li> <li>• Assertive mentoring process.</li> <li>• Charity events run by pupils as a direct outcome of pupils’ use of initiative</li> <li>• Tutti Fruitti (Fruit to suit) is run by Year 6 pupils who have responsibility for all aspects involved</li> <li>• School Council minutes</li> <li>• Enterprise activities in Year 6</li> <li>• Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand about the importance of accepting responsibility and of their right to be heard in school.</li> <li>• They are consulted on many aspects of school life and demonstrate independence of thought and action.</li> <li>• Pupils can demonstrate that they can be enterprising while considering the effects of their decisions upon others.</li> </ul>

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