

British Values at Riston CE Primary School.

British values reflected in our vision.



***At Riston C of E Primary School we nurture the unique, individual potential of every child. As a family, together with God, we love, learn and grow.***

We aim for our children to become responsible and active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards community cohesion. Personal, Social, Health Education and Citizenship (PSHE&C) is at the heart of our school. We believe firmly that children grow through learning not blame and use restorative practise that respects and tolerates differences in a very diverse and modern Britain. Our broad and global curriculum; along with our wider school links, enable children to make progress towards these aims. Our mission is to show leadership in our local and global community. Through engaging lessons, visits and visitors, we give our pupils an understanding of themselves and others in the local and wider community in which they live.

British Values	Related school values and outcomes	Examples of how these are developed in our school and the wider community
Democracy	To understand and respect the democratic process. To understand how they can influence decision making through a democratic process To understand how to argue and defend a point of view. To understand the importance of team work.	<ul style="list-style-type: none"> <li>• Our school council are elected each year by the children.</li> <li>• Annual pupil survey</li> <li>• At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?'</li> <li>• Back to school worships – each new term the children discuss and decide how to be effective learners together, how to create a positive learning environment for one another and how to support the school values.</li> <li>• Children contribute to a class charter at the beginning of the year.</li> <li>• Through English children learn the skills of debating and argument writing, also learning about the difference between fact and opinion.</li> <li>• Y5/6 Playleaders.</li> </ul>

		<p><u>Moral strands of our curriculum:</u></p> <ol style="list-style-type: none"> <li>1. Exercise choice and the right to decide</li> <li>2. Discuss and debate topical issues in both small and larger groups</li> <li>3. Contribute to the life of the class &amp; school</li> <li>4. Become aware of and respect the different opinions of others</li> <li>5. Offer ideas or opinions about real school issues</li> <li>6. Be confident to try new activities, initiate ideas and speak in familiar situations</li> <li>7. Consider the consequences of their words and actions for others</li> <li>8. Team games taught for striking &amp; fielding, net and invasion games</li> <li>9. Team games and working with others developed at playtimes</li> <li>10. A range of extra-curricular activities</li> <li>11. Outdoor and adventurous activities</li> </ol>
The Rule of Law	<p>Ability to recognise the difference between right wrong and apply this to their own lives.          To understand the consequences of their behaviour and actions.          Ability to accept responsibility for their behaviour.          Ability to resolve conflicts effectively through restorative practise.          To understand how they can contribute positively to the lives of those living and working in their locality and society more widely.          To understand that living under the rule of law protects them and is essential for their well-being and safety.</p>	<ul style="list-style-type: none"> <li>• Worships focusing on a variety of themes.</li> <li>• Emergency service visits</li> <li>• Praise/rewards/whole school reward system</li> <li>• Celebration assembly – certificates, teampoints, school worlds.</li> <li>• Circle time discussion</li> <li>• Individual behaviour/management plans - Restorative Justice</li> <li>• Lifestyle project</li> <li>• Home/school agreements</li> <li>• Playleaders and Lunch time buddies</li> <li>• Anti-bullying ambassadors.</li> </ul> <p><u>Moral strand of our PSHE&amp;C curriculum:</u></p> <ol style="list-style-type: none"> <li>1. Begin to manage feelings in a positive way</li> <li>2. Understand how rules help them; classroom learning rules and class charters</li> <li>3. Agree and follow rules for groups and classroom</li> <li>4. To respect property- personal and public</li> <li>5. To recognise the difference between right and wrong</li> </ol>

		<p>6. To understand behaviours which are helpful and make all children feel safe and happy</p> <p>7. To set personal goals</p> <p>8. To understand the roles of others in society e.g. people in our local community/people who help us.</p>
Individual Liberty	To understand rights and responsibilities.	<ul style="list-style-type: none"> <li>• Whole school reward systems</li> <li>• Whole school and class rules</li> <li>• Circle time discussions</li> <li>• Begin to know about different groups they belong to and the important people and roles within them</li> <li>• To develop a sense of responsibility and set a personal target half termly</li> <li>• Whole school termly target agreed upon. Children can receive world awards from staff when demonstrating they are working towards the target, showing respect or representing the school's core values.</li> <li>• Offer simple ideas or opinions about real school issues and voice them to the school council who will share them</li> <li>• Anti-bullying ambassadors</li> <li>• To understand the rights and responsibilities of children. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>• Consider the consequences of their words and actions for others understanding how they made them feel and how they felt to act in such a way</li> <li>• Explore rights and responsibilities through the school's Christian ethos within worship (Roots and Fruits).</li> </ul>
Mutual Respect and Tolerance of those with different faiths	<p>Be reflective about their own understanding of beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values.</p> <p>Be reflective about their own experiences.</p>	<ul style="list-style-type: none"> <li>• A range of different resources are used to support the entire curriculum to help pupils</li> <li>• Respect is an integral value that we celebrate each day. Our children receive worlds, which are respect points, for displaying our</li> </ul>

<p>and beliefs.</p>	<p>Interested in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others.          Use a range of social skills in different contexts including working and socialising with pupils from different religions, ethnic and socio economic backgrounds.          To participate in a variety of communities and social settings, cooperating well with other's needs, views and feelings of others.          Understanding and appreciating a range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.          Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes.</p>	<p>values and respect to others.</p> <ul style="list-style-type: none"> <li>• Children are given opportunities to work alongside other children and adults –ambassadors, play leaders, caretaker, MSA's</li> <li>• Children working in all curriculum areas in different groupings</li> <li>• Monitoring of prejudiced based incidents by type</li> <li>• Participation of community based activities including church visits, coffee mornings, carol singing, Lifestyle initiative</li> <li>• Link to Uganda.</li> </ul>
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