

British Values

At Tyntesfield Primary School, we develop and promote British Values throughout our general school ethos and within our whole-school curriculum offers. We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and leave our setting fully prepared for life in Modern Britain. The key values we teach provide children with the fundamental knowledge and skills they need to contribute to society. These include:

- **Democracy** – An understanding of how citizens can influence decision-making through the democratic process.
- **The Rule of Law** – An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- **Mutual Respect** – An understanding of the importance of identifying and combatting discrimination.
- **Tolerance for those of different faiths and beliefs** – An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- **Individual liberty** – An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

<u>Democracy:</u>	
<u>Impact:</u>	"I feel like they want to listen to our excellent ideas. They know we can do it and we have good ideas. They believe in us!" "Our teacher usually always gives everyone chance to contribute" "Staff are prepared to listen and are approachable." "This year *** introduced us to her year 5 reading buddy, who now always goes out of her way to walk with us and chat to us if we see her at drop off/pick up. It's so lovely for the children to develop bonds with other children in other year groups." "Collaborative partnerships with parents and the community."
<u>Intent:</u> What does Democracy mean to us at Tyntesfield?	<i>We value the importance of the democratic process as we believe that everyone, including children, should have the right for their voice to be heard and the opportunity to contribute to school development. We recognise that the school development is a responsibility of our whole-school community including pupils, staff, governors, and parents and at regular opportunities these members of our community to engage with school life to ensure that each stakeholder can contribute to and have an understanding of how citizens can influence our decision-making and growth as a school. We promote the democratic process throughout school to teach our pupils that:</i> ○ <i>They are always <u>listened to</u> and feel they can <u>share their ideas, thoughts, and opinions</u>.</i> ○ <i>Listening carefully to and <u>showing concern for others</u> is of high importance.</i> ○ <i>Every individual has the right to their <u>opinions and voices to be heard and respected</u>.</i> ○ <i>Ownership is important with regards to their own school but also their own learning and progress.</i> ○ <i><u>Personal and social responsibility</u> is fundamental to everyday life.</i>
In EYFS we teach Democracy through... In the Early Years, these are explored in ways that are meaningful to young children often as part of a setting's spiritual, moral, social and cultural curriculum. These values are	- <i>Give children the chance to vote for choices in activities. They might raise their hands or write down their favourite choice.</i> - <i>Talk about voting.</i> - <i>Offer children choices so that they have some control and power over their lives. This develops independence and making good choices is an essential life skill.</i> - <i>Create an environment which is a safe space to share ideas, consider alternative courses of action, make mistakes and try again.</i> - <i>Make sure children know that their views and opinions matter. This might be done by following children's interests when planning activities. Encourage them to make requests too.</i> - <i>Encourage children to make decisions together.</i> - <i>Support children to understand that they are part of a family, class, group, school/setting and community.</i> - <i>Encourage children to value each other's views and talk about their feelings and their likes and dislikes.</i>

embedded in EYFS practice and practitioners do many things which help foster them.	- Offer opportunities for children to take turns, share, discuss and collaborate in a range of activities. - Use group times and circle times to promote turn-taking, to encourage children to listen to each other and to value everyone's contribution.
Whole school implementation: How do we teach Democracy at Tyntesfield?	As a school, teachers and SLT approach the teaching and learning of democracy consistently through: ○ Annual Pupil Parliament election process at the beginning of each year – children are taught what the democratic process is, pupils opt in for the potential to become representatives and promote their views and values through candidate campaigning. ○ Annual Pupil Parliament selection – each class listen to campaigns and consider the characteristics which are important for an elected representatives. Pupils anonymously vote for a representative of their choice. ○ Regular opportunities for pupil voice – Pupil Parliament collect feedback on the using surveys and general pupil surveys completed as whole-classes. Pupil Parliament then meet regularly to discuss issues raised by different classes and to feedback pupil voice. Pupil Parliament create plans and join projects to positively move the school forward and enhance provision even further. ○ Pupil Parliament display in school entrance raising awareness to the community of representatives, key messages etc. ○ Pupil Parliament assemblies discussing key whole-school messages, initiatives etc. ○ Opportunities for responsibility jobs – Year 6 prefects, Pupil Health Champions, Woody Wanderers Leaders ○ Pupil engagement with classroom expectations – establishing boundaries and the rights and responsibilities of all members of the classroom. ○ Key Stage assemblies linked to British values completed half termly. ○ Parent views shared and acted upon based on parent forums (SEND coffee morning), parental surveys and questionnaires. ○ Parents invited to attend the RSHE parent consultation – feedback questionnaires shared, and views and opinions considered and followed up. ○ Curriculum links to democracy through PSHE (Life Skills Curriculum), Relationships Education, History and Religious Education curriculum offer. ○ Life Skills curriculum promotes opportunities for voting, discussion, and debates. ○ Most Valuable Players/ drafted players are selected and voted for by the pupils based on their behaviour and attitudes towards school life. ○ Solution circles are used with Upper Key Stage 2, to support children in enhancing areas of school life (no ball Wednesday, toiletries basket in the Y6 toilets)

Rule of Law:	
Impact:	"The teachers look after us because they check to see if we are safe and happy. They don't want us to be sad" "Year 6 can be respectful, calm and good role models. Year 5 aren't that silly, they are grown up to know what to do and be sensible." "Firm but fair behaviour approach which takes into account each child's individual needs and acts accordingly." "The school is a happy place, all the staff are friendly and approachable and I feel this attitude reflects in the behaviour of the children."
Intent: What does The Rule of Law mean to us at Tyntesfield?	We value the importance of establishing and promoting clear ground rules and boundaries as well as following national laws to ensure that our school setting is as a happy, safe, and peaceful environment for everyone. We recognise that in order for laws to be effective, it is our duty, alongside parents/carers to teach the children respectful and positive behaviours and to set limits on behaviour when they are inappropriate. We promote the rule of law to teach our pupils that: ○ Rules and laws obtain and continue a <u>balanced level of safety, fairness, order, and justice</u>. ○ Rules and laws form the <u>basic values</u> and <u>moral of our legal system</u>. ○ We <u>all have human rights</u> which should be respected and protected. ○ Understanding the legal system aids society and is a vital part of child development to prepare them for adult life. ○ We all have a part to play in abiding by rules and following the law.
In EYFS we teach the Rule of Law through... In the Early Years, these are explored in	- Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe. - Include children in creating class or group rules. - Encourage and support children with learning about right from wrong. - Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions.

ways that are meaningful to young children often as part of a setting's spiritual, moral, social and cultural curriculum. These values are embedded in EYFS practice and practitioners do many things which help foster them.	- Help children understand how to keep themselves safe and how to resolve conflicts appropriately. - Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to. - Encourage children to take turns, share and cooperate. - Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers.
<u>Whole school implementation:</u> How do we teach The Rule of Law at Tyntesfield?	As a school, teachers and SLT approach the teaching and learning of the Rule of Law consistently through: ○ Our school ethos and behaviour policy is both relational and restorative, teaching children that although behaviour is a form of communication, we have to take responsibility for our actions which uploads the rule of law within our school environment. ○ Positive relationships and behaviours are modelled by staff on a daily basis. ○ Pupils regularly engage in discussions and assemblies linked to right and wrong and consequences of actions, behaviours. ○ Restorative conversations are strategic discussions which aim to identify the feelings which drive the behaviour whilst making consequences of actions and boundaries clear. Discussion of consequences is shared with the pupil during these conversations. ○ Behaviour expectations are visible around school and displayed in all classrooms – learning behaviours, praise system (team points), values colours and language. ○ Behaviour around school focuses on promoting good choices, self-regulation and where inappropriate choices are made or a lack of respect is shown children will spend time with staff restoratively unpicking this behaviour. ○ High expectations of achievement and behaviour are established at the beginning of each academic year and revisited regularly. ○ Clear and fair consequences are established and consistently followed, making links between choice of actions and the context of the wider world. Pupils learn that there are consequences to inappropriate behaviours in school and in society. ○ Continual classroom discussion about right and wrong through a variety of channels; playground rules, rules for personal safety, Life Skills curriculum etc. ○ Visits from authorities- police, PCSO, fire service, NSPCC etc to discuss rules and projects (crucial crew attendance for Y6). ○ School actively promotes good attendance and has clear procedures for those with poor attendance. ○ Staff abide by a code of conduct policy which sets out clear rules to abide by.

<u>Mutual Respect:</u>	
<u>Impact:</u>	"We learn that we should be treated how we want to be treated." "We are taught to definitely treat everyone equally. Use kind words." "The diversity of *** learning has been great. She regularly comes home and enthusiastically tells me what she's earned that day."
<u>Intent:</u> What does Mutual Respect mean to us at Tyntesfield?	We value that mutual respect is essential to forming healthy relationships and therefore ensure that promoting respect is at the centre of and heart of everything we do. We recognise that in order to create a respectful culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote mutual respect throughout school to teach our pupils that: ○ <u>Diversity</u> is something to be celebrated and embraced. ○ We <u>should respect an individual's difference</u> which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background. ○ It is important <u>to tackle stereotyping, labelling, prejudice, and discriminatory behaviours</u>. ○ <u>Safe, positive, and healthy relationships</u> are created where mutual respect is reflected.

In EYFS we teach Mutual Respect through... In the Early Years, these are explored in ways that are meaningful to young children often as part of a setting's spiritual, moral, social and cultural curriculum. These values are embedded in EYFS practice and practitioners do many things which help foster them.	- Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach. - Create an environment that includes, values and respects different faiths, cultures, views and ethnicities. - Provide opportunities to make links with the local community, for example, outings to local places (such as shops or places of worship), inviting members of the local community to visit the school, taking part in local events and making links with a local charity. - Encourage children to see themselves as part of a wider community. They can learn about national commemorations, such as Remembrance Day. They could also learn about places around the world using a range of resources, including books and online resources. - Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. - Encourage children to share their own experiences and respond to the experiences of others. They might learn about festivals and special days, different types of family units and different occupations. - Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships.
<u>Whole school implementation:</u> How do we teach Mutual Respect at Tyntesfield?	As a school, teachers and SLT approach the teaching and learning of Mutual Respect consistently through: ○ Our positive school ethos and relational approach. ○ Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect looks like. ○ Pupils regularly engage in discussions and assemblies linked to respect for themselves and for others. ○ Behaviour expectations are visible around school and displayed in all classrooms – learning behaviours, praise system (team points), values colours and language. ○ Behaviour around school focuses on promoting good choices, self-regulation and where inappropriate choices are made or a lack of respect is shown children will spend time with staff restoratively unpicking this behaviour. ○ High expectations of achievement and behaviour are established at the beginning of each academic year and revisited regularly. ○ Weekly Praise assembly celebrations are held for positive behaviours and examples of respect. ○ Midday supervisors involved in modelling and recognising respectful behaviours. ○ Children are chosen to represent our school through leadership responsibilities and as role models – Pupil Health Champions, Y6 prefects, reading buddies, Woody Wanderers leaders. ○ Theme days held to represent respect for different cultures, faiths, and beliefs – Diwali, Remembrance, Easter, Christmas, Eid, Children in Need, Red Nose Day etc. ○ Regular assemblies raising awareness of others with a focus on respect and tolerance – black history month, women's rights, different family set-ups, Pride etc. Assemblies share stories, images, music, events, and festivals to show different lifestyles. Children are encouraged to be involved in assemblies by sharing their own experiences. ○ Prefect litter picking role to show respect for our school grounds and environment. ○ Curriculum links to mutual respect through Life Skills, Relationships, History, Geography and Religious Education curriculum offers. ○ Diversity is represented throughout the curriculum – scientists, historians, authors, geographers, artists and musicians.

<u>Tolerance:</u>	
<u>Impact:</u>	"In History we learn about first people going to the moon (different backgrounds). Assemblies covering different cultures and historical events. Culture club!" "Tackle racial comments quickly and effectively."
<u>Intent:</u> What does Tolerance mean	<i>We value that being tolerant is essential to forming healthy relationships and therefore we ensure that promoting respect and tolerance is at the centre of and heart of everything we do. We recognise that in order to create a respectful and tolerant culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote tolerance throughout school to teach our pupils that:</i>

to us at Tyntesfield?	○ <u>Diversity</u> is something to <u>be celebrated and embraced</u>. ○ We should <u>respect an individual's difference</u> which may be linked to their <u>race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background</u>. ○ It is important to <u>tackle stereotyping, labelling, prejudice, and discriminatory behaviours</u>. ○ Tolerance and respect enable them to <u>deal with conflict</u> and <u>disagreements</u> and <u>reach a mutual resolution</u>.
In EYFS we teach Tolerance through... In the Early Years, these are explored in ways that are meaningful to young children often as part of a setting's spiritual, moral, social and cultural curriculum. These values are embedded in EYFS practice and practitioners do many things which help foster them.	- We frequently discuss the similarities and differences between people in our class and in the wider community, drawing out that which binds us together and which we have in common, for example by looking at the common themes of celebrations. - Guide children in their interactions to show tolerance for different views - Model considering different points of view and coming to a conclusion that all are happy with - Think Equal resources and stories represent and celebrate diversity. The follow up activities give children the chance to explore these ideas in more detail - Visitors e.g. Mystery Readers and parents share their culture and beliefs with the children - Each year the curriculum is adapted to suit the particular cohort and to represent their community
Whole school implementation: How do we teach Tolerance at Tyntesfield?	As a school, teachers and SLT approach the teaching and learning of tolerance consistently through: ○ Our positive school ethos and relational approach which promotes tolerance of others. ○ Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect and tolerance towards others looks like. ○ Pupils regularly engage in discussions and assemblies linked to tolerance towards others. ○ High expectations of behaviour are established at the beginning of each academic year and revisited regularly. ○ Opportunities for children to work with a range of children across the school of different ages, beliefs, backgrounds. This is completed reading buddies, Pupil Health Champions, Woody Wanderers leaders. ○ Theme days held to represent respect for different cultures, faiths, and beliefs – Diwali, Remembrance, Easter, Christmas, Eid, Children in Need, Red Nose Day etc. ○ Cultural days completed in school – music of the half term, Mother Tongue day etc... ○ Regular assemblies raising awareness towards the diversity of others with a focus on respect and tolerance – black history month, women's rights, different family set-ups, Pride etc. Assemblies share stories, images, music, events, and festivals to show different lifestyles. Children are encouraged to be involved in assemblies by sharing their own experiences. ○ Consequences in place for children who do not demonstrate respectful or tolerant behaviour. Children are challenged on views which may be deemed as discriminatory. ○ All teachers and teaching assistants are responsive to current issues in society on a national and global level. Teachers are flexible at providing additional discussions, lessons in response to concerns – Ukraine day, war, pandemic etc. ○ Curriculum links to tolerance through Life Skills Curriculum, RSHE, History and Religious Education.

Individual Liberty:	
Impact:	"You learn new activities. You get to make new friends. You get to do lots of clubs. You get to play." "I like making models at construction club. I like sports. I like all the different things we do at school. We get to do lots of fun creations like making sandwiches." "Vast variety of extra-curricular activities." "Children seen as whole people rather than just a number, including their family and environment."

	<i>"Wellness Wednesdays are key for my child's understanding of her health, wellbeing and growth."</i>
Intent: What does Individual Liberty mean to us at Tyntesfield?	<i>We value the importance of children's and adult's individuality and encourage children to express themselves freely and creatively. Every child in our school is valued as an individual and we aim to allow their unique personalities, beliefs, and opinions to shine through. As staff we pride ourselves on knowing the children very well and ensure we celebrate their different gifts and talents not only within the classroom setting but whole-school environment. We promote individual liberty throughout our school to ensure we teach our children that:</i> ○ <i>Everyone is special and unique no matter their differences.</i> ○ <i>Diversity is something to be celebrated and embraced.</i> ○ <i>It is important to express ourselves freely.</i> ○ <i>Sharing our beliefs, thoughts, opinions, and personality is important and will be valued without judgement.</i> ○ <i>Risk-taking is something to be encouraged</i>
In EYFS we teach Individual Liberty through... In the Early Years, these are explored in ways that are meaningful to young children often as part of a setting's spiritual, moral, social and cultural curriculum. These values are embedded in EYFS practice and practitioners do many things which help foster them.	- Provide opportunities to develop children's self-esteem and confidence in their own abilities. - Encourage them to develop a positive sense of themselves and to celebrate their personal achievements. - Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected. - Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience. - Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this. - Allow children to develop their independence, offering them opportunities to follow their own ideas and interests. - Ensure that all children engage in a wide range of activities and are not limited by gender or other stereotypes. - Encourage children to express their own views and also respect the fact that others may have different views.
Whole school implementation: How do we teach Individual Liberty at Tyntesfield?	As a school, teachers and SLT approach the teaching and learning of Individual Liberty consistently through: ○ Regular opportunities for pupil voice – Pupil Parliament collect feedback using surveys and general pupil surveys completed as whole-classes. Children are encouraged to express their ideas and promote freedom of speech and opinions. ○ Positive relationships and behaviours are encouraged and modelled daily. Children are expected to take responsibility for their actions and behaviour, knowing the difference between right and wrong. ○ Choice is promoted regularly – how to present work for best effect, after school clubs to attend, choice of learning challenges etc. ○ Children chose lunchtime clubs and activities based upon their individual preferences and interests – culture club, book chill, Chill Zones, construction club, Home learning club, doodle club. ○ Learning from the past or experience is encouraged for children to make links – black history month and women's rights assemblies allow children to learn the importance of freedom and human rights. ○ Safe environments are created and support available for children to express themselves e.g., strong anti-bullying culture through Wellness Wednesdays, focus on mental health through Pupil Health Champions. ○ Stereotypes are challenged and equality and fairness are discussed regularly. ○ Raising future aspirations are encouraged through speakers, careers week. ○ After school clubs which children can choose to participate in – including, sports, construction, arts, music etc... ○ Curriculum links to individual liberty through Life Skills, Relationships Education, History, Geography and Religious Education curriculum offers. ○ Year 5 student encouraged to take part in a climate protest, writing their own speeches and creating their own placards. ○ Children have the opportunity to participate in community projects – Pupil Panel with Manchester University, School Streets, Climate Conference, The Green Project, Virgin Money (Make £5 grow). ○ Through Wellness Wednesdays, children are encouraged to identify their character strengths and the character strengths of their peers.