

# THE FEDERATION OF NETTLESTONE AND NEWCHURCH PRIMARY SCHOOLS BRITISH VALUES

## Democracy

Our opinions matter in school

## Respect

We look after each other  
and our school

## Tolerance

We accept each other's  
differences



## Rule of Law

We keep to rules




## Liberty

We are free to make  
choices

# THE FEDERATION OF NETTLESTONE AND NEWCHURCH PRIMARY SCHOOLS

## BRITISH VALUES

British Value	Statement	Evidence	Impact
<p><b>Mutual respect and tolerance</b> of others with different faiths, beliefs and ideas.</p> 	<p>Respect is a fundamental school value and a curriculum 'mission possible', around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, RSE and SMSC curriculum.</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.</p> <p>Every assembly in school focuses on respect and tolerance in some way, and texts and music linked to the values and nine protected characteristics are shared with children, staff and parents (via the newsletters) each week.</p>	<p>School rules board 'Mission Possible value' Value of the week based around respect, tolerance, caring, kindness Assemblies, assembly board and floor book and planning. Newsletters RE curriculum, planning and workbooks Children are well behaved and good manners and being polite are in evidence when walking around the school and when present in lessons. Welcoming website and online journal that can be translated to different languages as needed. Pupil, parent, staff and visitor voice – surveys. EARA (Equality and Rights Advocates) work. Visits, trips and visitors reflect diversity of modern Britain Class names reflect diversity. Libraries are stocked with books that show diversity at its best!</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>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.</p> <p>Children's actions speak for themselves e.g. some children in Y6 decided to raise money to buy books that represent more diversity in their protagonists and were able to buy over £200 worth of books as the outcome of this.</p>

## Democracy

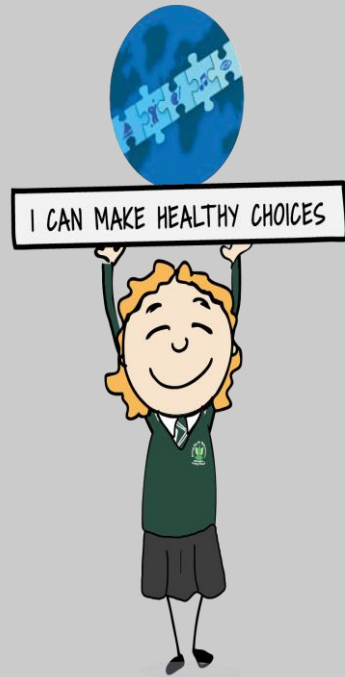


The children see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a school value that children meet when discussing respect, fairness and citizenship. Our Pupil Leadership Team is one of the many ways that the children have plenty of opportunities to have a voice and they see their voice as making a real difference to the school and community.

Pupil Leadership team process and meeting minutes.  
Young Governors appointment (through manifesto and democratic voting system) minutes and records.  
Assemblies, assembly board and floor book and planning.  
RE planning and work books.  
Value of the week board.  
Trips and visits e.g. Year 6 children visit the houses of parliament.  
History, RE, PSHE/RSE curriculum and workbooks.  
Each class has a charity focus (that they have chosen) for the year and their work makes a difference to the people they raise money for.

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. 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 PSHE/RSE work. Children make a valuable contribution to the running of the school e.g. they have planned spaces such as the library and Y6 outdoor area in school; they have decided on resources and bought these; they have written letters to the local council and IOW shops; decided on lunch timings and activities/resources; chosen local charities to support; cleaned up the local environment at their suggestion; delivered lessons on road safety and there are many more examples as part of school life, where they have had an impact. Pupil surveys demonstrate that they feel listened to and valued. Our class Young Governors are respected members of the school community and are publicly thanked for their service at our annual awards evening where they are presented with a token to remember the time that their voice made a difference to the

## Rule of Law



The children are familiar with this through our philosophy that brings together the entire work of the school. They are familiar with the concept of rules and responsibilities, through RE lesson and the idea that different religions have guiding principles.

Children are used to debating and discussing laws/rules and their application as part of our RSE, PSHE and History curriculum where they learn about citizenship and how we, as a society, have arrived at the point we are at now. This helps children to understand why rules and laws are important.

Children are familiar with the local police who take assemblies and talk to them informally.

School rules/class Rules  
School code of conduct and Positive behavior for learning policy.  
School Values and curriculum 'mission possibles'.

PSHE/Citizenship lessons on the role of law and parliament, the police and democracy

Young Governors' minutes and records. Assemblies, assembly board and floor book and planning.

RE, PSHE, RSE, History planning and work books.

Children are well behaved and good manners and being polite are in evidence when walking around the school and when present in lessons.

Y6 children visit the Houses of Parliament and also the Isle of Wight Crown court and take part in a mock trial.

Children are well behaved and good manners and being polite are in evidence when walking around the school and when present in lessons.

Children are good citizens that behave well and think of others outside of school as well as inside.

They understand that rules are there to protect people and that making the right choices is good for everybody.

## Individual Liberty



School based discussions and assemblies 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, and they end with a moment of reflection to encourage thinking about their own actions.

The philosophy of our teaching and learning, places emphasis on the right to have our own thoughts and evidence-based views.

Children are strongly encouraged to develop independence in learning and to think for themselves.

We teach a curriculum that is rooted in what the children 'should' know but our implementation of the curriculum allows children independence in that they are consulted and their views are considered as part of the 'botheredness' hook at the start of a series of lessons - we understand that children find it easier to learn when they are engaged and engagement hinges around independence and choice.

School rules, Class Rules  
School code of conduct and Positive behavior for learning policy.  
School Values and curriculum 'mission possibilities'.

Young Governors' minutes and records  
Assemblies, assembly board and floor book and planning.

Foundation curriculum plans and workbooks.

Children understand about the importance of accepting responsibility and of their right to be heard in school.

They are consulted on many aspects of school life and demonstrate independence of thought and action.

Evidence of choice and independence is fostered in EYFS and into KS1 - continuous provision provides the element of choice. High expectations of behaviour and learning mean that most children are independent when learning. Pupil surveys and work observed in class suggests that children are comfortable making their own considered choices.