

British Values

The Rule of Law	Tolerance and Respect	Individual Liberty	Democracy
<ul style="list-style-type: none"> * Forest school – health and safety e.g. fire circle * Reading curriculum – consequences for actions * Children confident to speak to an adult when there is an issue * Whole school focus on developing conduct and learning behaviour throughout the school (behaviour policy / classroom rules) * Promoting rules / sportsmanship when engaging in sports in PE lessons and at playtime * Opportunities for the children to take turns * PSHE curriculum - Unit 3 drugs unit * History curriculum – WW2 * PSHE curriculum – RSE * PCSO visit to support the PSHE curriculum * DT curriculum – rules to keep the children safe * PE curriculum – rules to keep the children safe * Policies – internet safety / online / mobile phones in school * RE curriculum / Collective worship – Christian biblical rules e.g., ten commandments / rules in other religions * Computing curriculum – social media / apps / groups??? 	<ul style="list-style-type: none"> * Forest school * Reading curriculum throughout the school – cultural respect, promoting inclusivity, different backgrounds. Examples of books studied include: Let's talk about Racism, Look Up, I am not a label. Pig heart boy * Adults modelling / using and encouraging correct terminology when discussing topics * Visit to Hindu temple (Neasden) * PSHE curriculum – diversity / human rights / stereotypes / gender / racism * RSE curriculum * African drumming in Unit 3 * Partnership link to school in Africa through the church * RE curriculum – a wide range of topics e.g. symbols and celebrations * RE curriculum – exploring other cultures * White Rose resources / PowerPoints and CUSP resources reflect all backgrounds / heritages * Participated in 'Owl Trail' art project raising money for St Elizabeth's Hospice * History curriculum – Windrush topic / WW2 * PGL residential visit * Choir – singing at Christmas for the older community * Faith council * Church services throughout the year – Christmas, Easter, Harvest * Easter experience 	<ul style="list-style-type: none"> * Forest school * When completing tasks, children have the opportunity to choose their level of challenge in some lessons * Children choose snack at playtime * Celebrating achievements - children show achievements on portfolio and in assembly * Children choose class treat * Science curriculum – guided choices of science investigations * Playtimes on the playground – choice of who to play with / what games to play * During lessons – choice of who to work with * Non-uniform days / themed days – choice of clothes / outfit to wear * PGL – choices of activities to participate in * History homework project – choice of how to demonstrate their knowledge and understanding * History curriculum – Windrush topic * Reading curriculum throughout the school e.g. I am not a label * RE curriculum – Old Testament / Judaism / Israelites * RSE curriculum * Art projects – choice of resources / opportunities to explore their own ideas * Reflective Garden * Every week the children choose their library book * Children choose their meal from the lunch menu 	<ul style="list-style-type: none"> * Forest school * Voting for trim trail * Voting for class treats / rewards * Peer reviewing work in lessons * Voting for class book * Democracy is a theme that runs through the History curriculum - Ancient Geek topic - WW2 topic * School council run talent show * School council * Faith council * Voting for how school council spend money * Unit 3 enterprise project

	<ul style="list-style-type: none"> * Year 6 children take responsibility of walking the Reception children to and from the Church * Donating food to FIND at Harvest * Welcoming new pupils to the school – allocating them a buddy * Buddy bench / Friendship bench on playground * Reflective Garden 	<ul style="list-style-type: none"> * Faith council * Unit 3 enterprise project * Unit 3 reward system – the children have the opportunity to teach a 30 minute lesson on a subject of their choice 	
<ul style="list-style-type: none"> * Are we using every opportunity to invite in visitors e.g. PCSO 	<ul style="list-style-type: none"> * Does the website reflect our school community? * Do we have enough time to engage in discussions linked to diversity? * How do we promote and improve the respect the children show towards midday supervisors? * Does the range of books in the school libraries reflect different backgrounds, beliefs, heritages? * Could the Year 5 children write a letter to the new Reception children before they begin in September? 	<ul style="list-style-type: none"> * Could the children be given opportunities to play the instrument they are learning as children come into assembly? * Could each class have a playtime equipment box? * Could there be more opportunities for all year groups to mix? 	

Further ideas to promote British values moving forward:

- * Agents for change