

# Ivington C of E Primary and Pre-School

*Reaching together... stand firm in your faith, be courageous and strong - 1 Corinthians 16:13*

## Evaluating the Promotion of British Values - Democracy

Provisions that may help pupils develop an, 'understanding of how citizens can influence decision- making through the democratic process.'

Evidence	Where can we find it?	SMSC Links
<ol style="list-style-type: none"> <li>1. Elected School Council.</li> <li>2. School Council Meetings</li> <li>3. School elections such as Sports Prefects, Eco-Council, Reading Ambassadors, Computing Leaders and playground pals. Pupil questionnaires/Pupil voice – feedback for teachers</li> <li>4. Whole school Collective Worship.</li> <li>5. Curriculum</li> <li>6. Promotion through displays</li> <li>7. Whole School Events</li> <li>8. School parliament regular meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. School Council Photographs</li> <li>2. Books, planning, website</li> <li>3. School displays</li> <li>4. Pupil Interviews</li> </ol>	<p><b>Social:</b> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p><b>Social:</b> knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p><b>Social:</b> willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <p><b>Spiritual:</b> use of imagination and creativity in their learning and willingness to reflect on their experiences.</p> <p><b>Moral:</b> interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p>

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## Evaluating the Promotion of British Values – Rule of Law

Provisions that may help pupils develop an, ‘appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.’

Evidence	Where can we find it?	SMSC Links
<ol style="list-style-type: none"> <li>1. School Rules linked to Christian values (Golden Rules) – understood and consistently applied.</li> <li>2. Risk Assessments for all learning out of school.</li> <li>3. Child Safeguarding Posters</li> <li>4. Curriculum</li> <li>5. Behaviour Policy and procedures</li> <li>6. Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Classrooms, books, behaviour policy, website</li> <li>2. Daily practice</li> <li>3. Risk Assessment file</li> <li>4. Displayed in school</li> <li>5. Books, planning, website</li> <li>6. Behaviour practice in school</li> </ol>	<p><b>Moral:</b> to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.</p> <p><b>Moral:</b> understanding of the consequences of their behaviour and actions.</p> <p><b>Social:</b> willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <p><b>Social:</b> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>

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## Evaluating the Promotion of British Values – Individual Liberty

Provisions that may help pupils develop an, ‘understanding that the freedom to choose and hold other faiths and beliefs is protected in law’

Evidence	Where can we find it?	SMSC Links
1. Curriculum 2. Equality policy 3. Assemblies and related work 4. School Council 5. School Parliament 6. Behaviour Policy 7. Restorative Practice	1. Books / website /planning 2. Classrooms, books, behaviour policy, website 3. Daily practice 4. Collective Worship 5. School Council 6. Behaviour procedures 7. Pupil Management of behaviour 8. Displays throughout school	<p><b>Spiritual:</b> ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.</p> <p><b>Spiritual:</b> sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p><b>Social:</b> use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p> <p><b>Social:</b> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p><b>Moral:</b> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p><b>Moral:</b> understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p>

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## Evaluating the Promotion of British Values - Tolerance

Provisions that may help pupils develop an, 'acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated.'

Evidence	Where can we find it?	SMSC Links
1. Curriculum 2. Equality policy 3. Collective Worship and related work 4. School Council 5. School Parliament 6. School Rules 7. Behaviour Policy and procedures	1. Books / website /planning 2. Classrooms, books, behaviour policy, website 3. Daily practice 4. Planning, displays, website 5. School Council book / display 6. School Rules in all classrooms 7. Day to day practice/ discussion with children / staff 8. Behaviour policy and practice	<p><b>Spiritual:</b> ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p><b>Cultural:</b> interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p><b>Cultural:</b> willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p> <p><b>Social:</b> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>

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## Evaluating the Promotion of British Values – Mutual Respect

Provisions that may help pupils develop an understanding, 'of the importance of identifying and combatting discrimination.'

Evidence	Where can we find it?	SMSC Links
1. Curriculum 2. Equality policy 3. Collective Worship and related work 4. School Council 5. School Parliament 6. School Rules 7. Behaviour Policy and procedures	1. Books / website /planning 2. Classrooms, books, behaviour policy, website 3. Daily practice 4. Planning, displays, website 5. School Council 6. School Rules in all classrooms 7. Day to day practice/ discussion with children / staff 8. Behaviour policy and practice	<p><b>Cultural:</b> interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p><b>Social:</b> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>