



**Ivington C of E  
Primary and  
Pre-school**

*Reaching together with the Fruit of the  
Spirit (Galatians 5:22-23)*

**British Values**

## **Approval of the Governing Body**

This document is a statement of the aims, principles and strategies for:

**British Values**

at

**Ivington C.E (VA) Primary and Pre-School.**

It was developed/revised during the:

**Summer Term 2024**

It has been agreed and is supported by the teaching staff and the governing body

We aim to review this policy during the:

**Summer Term 2026**  
Or sooner if necessary



## **Linking with our Vision – Reaching together with Love, Joy and Peace (Galatians 5:22-23)**

**To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.**

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

## **Our Statement of British Values**

At Ivington C of E Primary we promote 'British Values' throughout all aspects of our curriculum and practices: through the development of spiritual, moral, social and cultural development and by valuing each child and their contribution to our school community; through recognising its importance to each child's development and wellbeing.

'British values' are identified as:

### **Democracy**

Our children have a 'voice' and are consulted on school issues whenever possible. We have a School Parliament that enables all children to have a voice. They meet half-termly with teaching staff to discuss topics which will benefit the children and school community.

### **Rule of Law**

Children are fully involved in establishing appropriate school rules and practices. They discuss and agree these each year and understand the need for them to be in place and kept. They sign an agreement whereby they are formally agreeing to work within these at all times. A system of rewards and reflection is established based on these rules to which the children all adhere.

### **Individual Liberty**

The school ethos is one that truly reflects the basic needs and liberties of all of God's children. All children have the right to feel safe and secure at Ivington and everyone contributes to that. Independence is strongly encouraged as necessary for each child's development. Children have a range of responsibilities and are strongly encouraged to be independently responsible for this undertaking. Children are encouraged to look at the liberties of others and are supported in their fund-raising ideas, e.g. to support Comic Relief, links with children's charities in other countries as well as locally.

### **Mutual Respect**

Our aim is to be a fully inclusive school community at all times. The size of our school ensures that all children have many opportunities to get to know one another but there are additional ways in which this is managed. For example:

We encourage friendships across the age groups; we have a "Buddy" system for those children starting in reception each year. This develops friendships across the school.

Our pupils take part in a range of inter-school activities and events within the county. These include singing and many sporting and multi-skill events, most of which are competitive. All experiences develop a strong sense of 'team spirit' and 'fair play'.

### **Understanding and respect of different faiths and beliefs**

Our children and families come from a diverse range of cultural, social and religious backgrounds which we thoroughly embrace. Opportunities are taken to work together and learn from one another by sharing knowledge and experiences. The teaching of Religious Education and collective worship provide a range of opportunities to extend knowledge and develop understanding and empathy. Children are encouraged to show their appreciation for all faiths and festivals through study within the curriculum as well as through music and art forms.

Our children have wide experiences of British Culture through our curriculum. Both World Wars are studied, as are the Victorians. Local areas of historic interest are also visited, for example, The Black and White House. Alongside this we have a link school - Ambureni with Tanzania, we host visitors who come into our school and talk to our pupils. This ensures the children of Ivington are aware of the wider world. It ensures the children have an understanding of differences, globally and mutual respect for people in the wider world as well as our local community.

## Overview of the provision of British Values teaching

### at Ivington C. E Primary School

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health and Economic (PSHE) and the Christian values are at the heart of our school which emphasises the difference between right and wrong and respecting & understanding differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons and appropriate activities, we can give them all a better understanding of themselves and giving them a 'Window on the World' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

British Values and related school values		Examples of how these are developed in the school and wider curriculum
<b>Democracy</b>	<p>To understand and respect the democratic process</p> <p>To understand how they can influence decision making through a democratic process</p> <p>To understand how to argue and defend a point of view</p> <p>To understand the importance of team work</p> <p><b>Across</b></p>	<p>Pupil surveys</p> <p>At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?'</p> <p>Children discuss and decide how to be effective learners together and how to create a positive learning environment for one another.</p> <p>Children contribute as a whole class at the beginning of the year to classroom rules based on Ready, respectful, safe.</p> <p>Parliament groups and classes choose/organise events such as Film Night, Christmas Fete etc. including a responsibility for deciding on questions and interviewing new staff.</p> <p>Living In The Wider World Strand of the <b>PSHE</b> curriculum:</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>P.E and school sport:</b></p> <ol style="list-style-type: none"> <li>1. Team games taught for striking &amp; fielding, net and invasion games</li> <li>2. Team games and working with others developed at playtimes- linked to P.E. lessons</li> <li>3. Athletics</li> <li>4. A range of extra-curricular activities</li> </ol>

		<b>History Curriculum</b> KS2 What have the Ancient Greeks given to us? Looking at the beginnings of democracy. World War 2 etc.
<b>Rule of Law</b>	Ability to recognise the difference between right & wrong and apply this to their own lives Ability to accept responsibility for their behaviour Reparation To understand the consequences of their behaviour and actions Ability to resolve conflicts effectively Understand how they can contribute positively to the lives of those living and working in the locality and society more widely To understand that living under the rule of law protects them and is essential for their wellbeing and safety	Collective worship focus upon the School's values Behaviour management systems Yearly police talks / emergency services visits Celebration worship/Star of the week Ready, respectful, safe behaviour code Circle time discussions Library non-fiction texts on Rules, Parliament, Justice etc. Individual behaviour/management plans  Living In The Wider World strand of the <b>PSHE</b> curriculum: L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<b>Individual liberty</b>	To understand rights and responsibilities	School's Behaviour code Behaviour management signals Circle time discussions Classroom discussion about rules Roles and responsibilities including School Prefects, classroom monitors, older children acting as buddies for the new Reception intake. Fund raising activities e.g. Class cake sales, Comic Relief, Harvest, Rowan Class fete, individual children deciding to raise money for various causes, e.g. St Michael's Hospice and Leominster Foodbank  Living In The Wider World strand of <b>PSHE</b> curriculum: L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities

		<p>we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<p><b>Mutual respect</b></p> <p><b>Tolerance of those with different faiths and belief</b></p>	<p>Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</p> <ul style="list-style-type: none"> <li>• Reflective about their own experiences</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socioeconomic backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Displays promote school values. Signs around the school in other languages</li> <li>• School's Behaviour Code</li> <li>• Behaviour management signals</li> <li>• A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity <ul style="list-style-type: none"> <li>• Equality action plan-updated annually</li> </ul> </li> <li>• Children working in all curriculum areas in different groupings <ul style="list-style-type: none"> <li>• Text choices</li> </ul> </li> <li>• Monitoring of bullying and prejudiced based incidents by type</li> <li>• Participation of community based activities; i.e. West Eaton fete, Ivington Fete</li> <li>• Photos of children from all ethnicities used in classroom displays.</li> </ul> <p>Sharing of good work with other classes –genuine praise and encouragement from older children to younger children.</p> <p>International School Foundation Award</p> <p>Class stories on issues read to children giving openings for class discussion of issues. Fiction and non-fiction books in library for all ages of children to read.</p> <p>Strong links with West Eaton, Townsend Court and Ashfield House – including singing, art work, gardening, supporting fete.</p> <p>Exchange staff visits with link school in Ambureni, Tanzania; Children exchange information</p> <p>Living In The Wider World of our <b>PSHE</b> curriculum:</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>

Lessons include ChildLine workshops, Safer Internet Day, Internet Safety, Bike Ability

**RE Curriculum**

**KS1** Study of Judaism, Muslim and Christianity

1. Parent/carers invited in to talk about their beliefs
2. Children sharing experiences of different festivals
3. To understand beliefs and teachings
4. To understand practices and lifestyles
5. To understand how beliefs are conveyed
6. To explore family routines and customs
7. To reflect
8. To understand values
9. To talk about similarities and differences between families, communities and traditions
10. Visits to different places of worship

**KS 2** Study of Sikhism, Christianity, Islam, Christianity Sikhism and Islam to include:  
Why do people celebrate different festivals?  
Religion, family and community – How do families practise their faith and how does it influence their lives?  
How do we decide what is right and wrong? What do religions say?  
What is worship and how is it expressed?

**French curriculum:**

1. To understand the French culture
2. To know the similarities and differences between themselves and others and among families, communities and traditions

**History curriculum:**

1. To investigate and interpret the past and learning to understand how it impacts on the present, for example presentation about Magna Carta and visit to exhibition
2. To build an overview of world history
3. Why should we remember? Remembrance and links with local residents

**KS1 Geography curriculum:**

1. To map where all families live
2. To compare the local area with Africa/Tanzania

**KS2 Geography curriculum:**

1. British Isles –countries, capital cities, UK,
2. European Union –countries, flags
3. Sustainability

**Collective Worship**

1. Consider issues such as Children's Rights
2. Focus on 'Values'
3. Focus on cultural and issues of national importance e.g. The Gunpowder Plot, Remembrance



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|  |  | <ul style="list-style-type: none"><li>4. Remembrance Service with local community</li><li>5. Harvest, Water Aid</li><li>6. Children in Need and Comic Relief.</li></ul> |
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