

British Values lived out every day at Huby CE Primary School

British Value	Evidence	Impact
<p>Mutual Respect and Tolerance of those of different faiths and beliefs and for those without faith</p>	<p>Seen throughout the values, vision and aims of the school.</p> <ul style="list-style-type: none"> • Behaviour policy and Golden Rules • Understanding that we all have different skills but all are unique and special. • Class charter • Collective Worship planning • PHSCE displays • Values display • Golden Table and nomination book • Achievement assembly • Young Leaders Award • Roles and responsibilities taken on within school (water bottles, buddies, sports monitors etc) • Competitions- sport and the arts. • Whole school STEM exercises. <p>Seen throughout all areas of the curriculum through:</p> <ul style="list-style-type: none"> • Listening to the views of others- • talk partners, • group work • Investigative enquiry based work in science and DT. • Peer marking • Try 3 before me • How key figures in history have worked to 	<p>Children are all able to say why respect is important, how they show respect to others both in and outside of school and how they respect themselves. They are able to articulate how one should all respect one another , regardless of differences as all children and adults are ‘special in the eyes of God’.</p> <p>Children’s behaviour demonstrates how they live out ‘respect for themselves and one another at all times.</p> <p>Children are able to talk about different faiths and cultures in a spirit of openness and they are keen to understand show respect and tolerance of other faiths and religions.</p> <p>Children are able to work and play cooperatively and learn in the spirit of co-operation. They learn well independently, paired , group or whole school and class work.</p>

	<p>ensure freedom for all.</p> <ul style="list-style-type: none"> • How people and different cultures work together in Geography • Looking at languages, stories, poems, music, art and dance from other cultures • PE curriculum- learning the rules of 'sportsmanship'. • RE Curriculum • PHSE curriculum and assessment records. • Class charters • Extra-curricular activities 	
<p style="text-align: center;">Democracy</p>	<ul style="list-style-type: none"> • Elected school council and green team • Pupil Voice • Where possible, the children's views on what they would like to learn are taken into account. • Parents views are taken into account through open door policy, Parent view and the Parent Teacher Association. Parents have a view on how they would like the school environment to look like. • Collective Worship planning • Children choose their own 'awards' from the Playtime Awards. • Pupils choose which charities to support • Behaviour policy and Golden Rules • Class charter • Roles and responsibilities within school • Reflection areas and time to reflect and express oneself through CW, class time, art, song, and music • All children have access to extra- 	<p>Children have a strong voice and know their views are listened to. From an early age they understand the importance of 'fairness' and taking turns. As they move up through the school the children are able to work and play cooperatively and through school council and green team elections and the Young Leaders project are aware of their role in society and the impact they can have.</p>

	curricular and enrichment trips to enhance their learning.	
Individual Liberty	<p>In all areas of the curriculum and school life, children are encouraged to make their own decisions. This can be seen not only on how they behave and present themselves but also through their academic work</p> <p>Children are encouraged to</p> <ul style="list-style-type: none"> • Set their own challenge level of work • Set their own targets and success criteria • Choose which extra-curricular and enrichment activities they would like to participate in • Create their own extra- curricular clubs, e.g book & chess club • Talks from outside agencies such as the NSPCC. • Talks from outside agencies, such as the first female fighter pilot to promote equality. 	<p>Children are able to make informed decisions and know how to behave towards one another. They are able to articulate that they are responsible for their actions and how they behave. They are able to choose what they would like to further pursue and are aware of the impact they can have on the school and wider community.</p>
Rule of law.	<p>Following the schools behaviour policy and Golden Rules.</p> <ul style="list-style-type: none"> • Collective Worship planning • Class Charter • PHSCE curriculum • Police, fire and ambulance personnel visit school. • E- safety awareness evenings for pupils and children • Lead playground activities for younger children. 	<p>Children follow the behaviour policy and golden rules exceptionally well and are able to, in the main sort out differences between themselves. They know how to behave and are aware of the consequences of breaking rules both in and outside of school.</p>

	<ul style="list-style-type: none">• Participate in sporting and art activities and competitions	
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