

British Values Evidence and Impact			
British Value	Statement	Evidence	Impact
<p><b>Mutual Respect and the Tolerance of those with different faiths and beliefs</b></p>	<p>Respect for ourselves and for others of different faiths and culture is an integral part of our RE, PSHE, SMSC and Social Skills curriculum.</p> <p>The children value all members of the school community.</p> <p>The children are clear about what good manners look like and display good manners at all times.</p> <p>The children display tolerance of others with different views and beliefs and are able to work as part of a team.</p> <p>The children show respect for the school buildings, facilities and surrounding areas.</p>	<p>SMSC Audit</p> <p>Assembly planning file</p> <p>RE curriculum</p> <p>RE planning and evidence of work</p> <p>Themed Days</p> <p>Lesson observations and learning walks for behaviour</p> <p>Ofsted report</p> <p>Link with the school in The Gambia.</p> <p>Fund raising activities</p> <p>ICT E-safety</p> <p>Inter school sports competitions</p> <p>Fair Trade topics (Y6)</p> <p>Behaviour</p> <p>Year 6 WW1 topic</p> <p>Display</p>	<p>The children can articulate why respect is important and they are able to show respect to themselves and others.</p> <p>The children are able to talk about different faiths and cultures that they learn about. They are able to ask questions and they show respect towards others of different faiths and religions.</p> <p>Children understand about the importance of accepting responsibility for their own actions.</p> <p>Children are able to work together to help one another, respect each other's contributions to discussions and take on group roles to support the learning of peers.</p> <p>The children are taught to respect those who have been injured or have lost their lives in times of war through work they do on.</p> <p>Remembrance day and memorial events</p>

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			such as celebrating VE day.
<b>Democracy</b>	<p>The children experience democracy in a whole variety of ways at Oyster Park Primary and begin to understand it as an essential part of a successful team.</p> <p>The children understand democracy and fairness when they are involved in electing one of their peers for the school council.</p>	<p>School council minutes and records. (see file)</p> <p>Assemblies</p> <p>Social Skills lessons/PSHE lessons</p> <p>RE lessons</p> <p>Pupil voice – children are actively involved in making whole school decisions – for example all children were able to vote with regards to playtime and lunchtime activities.</p> <p>Elections for the school council.</p> <p>The school council are actively involved in the recruitment of new staff members.</p> <p>Teaching in KS2 of democracy – how women have not always had the right to vote.</p>	<p>The children are able to work collaboratively in small groups and whole class situations.</p> <p>The children in our school understand turn taking and respecting the views of others.</p> <p>In KS2 the children are able to debate issues and to respectfully use language such as ‘I agree’ or ‘I do not agree’ and explain their thoughts and feelings.</p> <p>The children have a say in what happens through the school council and pupil voice.</p> <p>Children contribute to termly conversations and questionnaires that can influence what and how we learn.</p>
<b>Rule of Law</b>	<p>The children at Oyster Park are familiar with this concept through strong values that are embedded throughout the school.</p> <p>Class rules are decided together with the children at the beginning of the school year.</p> <p>Children are familiar with rules through</p>	<p>Class Rules</p> <p>Assemblies</p> <p>SMSC lessons</p> <p>RE lessons</p> <p>School Council meetings and minutes</p> <p>Lesson observations and learning walks</p> <p>School values</p>	<p>The children understand that rules at our school are developed to support and prepare them for the world of work (punctuality, attendance, dress code)</p> <p>Children are able to articulate how and why we need to behave in school and demonstrate that they</p>

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	<p>discussion of rules in assemblies.</p> <p>During RE lessons the children begin to understand that different religions have different guiding principles.</p> <p>At school we are developing strong links with the local police who already visit groups of children in school to talk to them informally.</p>	<p>British Values embedment within the school.</p>	<p>understand them and can abide by these.</p> <p>The children are given the opportunity to debate different issues as part of their lessons.</p>
<b>Individual Liberty</b>	<p>All children have equal opportunities and are encouraged to make independent choices that are right for them.</p> <p>The children are taught to understand that it is ok to say 'no' and how to remain safe through PSHCE and E-safety lessons.</p>	<p>PSHCE lessons</p> <p>Social skills/SMSC lessons</p> <p>Assemblies</p> <p>Curriculum planning – children have input on the topic planning.</p> <p>Children involved in choosing new outdoor play equipment.</p> <p>School council represent children's voice in school.</p> <p>RE lessons.</p>	<p>Children are given safe boundaries enabling them to make independent and informed choices.</p> <p>Children understand that we make our own choices and understand rewards for or consequences for our own actions.</p>