

British Values In Preston Primary Academy Trust

What could the adults do and provide?	Possible Evidence
<p style="text-align: center;">Democracy UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<div> <input type="checkbox"/> Pupil Voice <input type="checkbox"/> School Council – children voting for their class representative <input type="checkbox"/> Children voting for candidates for the weekly, 'friendship cup' <input type="checkbox"/> Pupil Questionnaires <input type="checkbox"/> Parent Questionnaires <input type="checkbox"/> Staff Questionnaires <input type="checkbox"/> Parents Support Group <input type="checkbox"/> Staff Meetings / Briefings <input type="checkbox"/> Appraisal / Review meetings. </div> <div> <input type="checkbox"/> School Mission Statement <input type="checkbox"/> School Behaviour Policy <input type="checkbox"/> Religious Education Lessons <input type="checkbox"/> Cross Curricular Speaking and Listening opportunities. <input type="checkbox"/> Prefects / House Captains / Monitors <input type="checkbox"/> Assemblies that emphasises the commandment – to love your neighbour as yourself / The Good Samaritan / the story of Zacchaeus etc., <input type="checkbox"/> Visitors to school e.g. M.P, local councillors <input type="checkbox"/> Visits to House of Parliament <input type="checkbox"/> Visits to Yeovil Council Chamber <input type="checkbox"/> Lenten / Advent Charity Work <input type="checkbox"/> Science: everyone is different Sport: Fairness, sportsmanship and turn taking. Court experience: Year 6 mock trial. </div>

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<div><h2>The Rule of Law</h2><p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p></div>	<ul style="list-style-type: none"><input type="checkbox"/> Support children to understand right and wrong<input type="checkbox"/> Support children’s understanding of how the law of the land and our school rules reflect the 10 Commandments<input type="checkbox"/> Share and support the rules of the setting with all stakeholders<input type="checkbox"/> To ensure children have an understanding of the consequences of their actions<input type="checkbox"/> To ensure there is no discrimination within the setting<input type="checkbox"/> To ensure that any discrimination identified is addressed within the setting<input type="checkbox"/> To ensure children have a sense of fairness<input type="checkbox"/> Listen to the child’s voice when deciding the setting’s rules and boundaries
	<ul style="list-style-type: none"><input type="checkbox"/> Pupil’s creation of their own class rules based on the ‘School Rules’.<input type="checkbox"/> School Behaviour Policy shared with all stakeholders – also on the website.<input type="checkbox"/> Pupil Voice<input type="checkbox"/> Circle time / Religious Education Lessons /Holy Communion.<input type="checkbox"/> Children encouraged to take responsibility for their own actions.<input type="checkbox"/> System of ‘Restorative Justice’.<input type="checkbox"/> Safeguarding / Anti-bullying / SEND policies.<input type="checkbox"/> Behaviour log / Bullying log / Racist incidents log.<input type="checkbox"/> Pupil Voice<input type="checkbox"/> School Council<input type="checkbox"/> School Assemblies on the theme of fairness / discrimination<input type="checkbox"/> Support from local police liaison officer – i.e. assemblies to introduce themselves and to reinforce the law of the land.Year 6 mock trial.

<i>What could the adults do and provide?</i>	<i>What could the adults do and provide?</i>	Possible Evidence
<p>Individual Liberty</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan for individual children <input type="checkbox"/> Ensure all information about the child progress and development is shared with both child and parents. <input type="checkbox"/> Ensure children have access to resources <input type="checkbox"/> To support parental choice <input type="checkbox"/> To support the rights of the child <input type="checkbox"/> To support children to make the right choices <input type="checkbox"/> To listen to everyone's point of view <input type="checkbox"/> To ensure all stakeholders are considerate of others and the environment 	<ul style="list-style-type: none"> <input type="checkbox"/> Mission Statement <input type="checkbox"/> RE Curriculum – encouraging children to respect both themselves and others <input type="checkbox"/> Target setting with children <input type="checkbox"/> Encouraging good listening skills <input type="checkbox"/> Pupil Voice <input type="checkbox"/> Differentiation in planning/teaching <input type="checkbox"/> Encouraging the children to be independent and reflective learners <input type="checkbox"/> IEP's Medical plans etc <input type="checkbox"/> Parents / Pupil Meetings. <input type="checkbox"/> Reports to parents <input type="checkbox"/> Behaviour Policy <input type="checkbox"/> Anti-bullying policy –visits from the NSPCC to reinforce STOP principles. <input type="checkbox"/> Safeguarding Policy. <input type="checkbox"/> Home School Agreement. <input type="checkbox"/> School Website <input type="checkbox"/> Encouraging an understanding of the rights of the child through Child line – and visits from them.
<i>What could the adults do and provide?</i>	<i>What could the adults do and provide?</i>	Possible Evidence
<p>Mutual Respect</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities to consult parents <input type="checkbox"/> To work together as a team respecting each other <input type="checkbox"/> To ensure parents are involved in their children's learning <input type="checkbox"/> To provide positive role models <input type="checkbox"/> To value individuality <input type="checkbox"/> To value all cultures and beliefs <input type="checkbox"/> To respect all languages <input type="checkbox"/> To respect each other's space <input type="checkbox"/> To ensure all stakeholders feel safe 	<p>Positive Role models – adults and children</p> <p>Good behaviour</p> <p>RE Lessons emphasising that every person is unique and 'formed in the image of God'.</p> <p>School motto: Work together, Learn together, Grow together.</p> <p>Parents' Support Group and family learning initiatives.</p> <p>Parent questionnaires</p> <p>Learning about other faiths</p> <p>Learning about other cultures - geography</p> <p>Celebrations – such as International Week, Praise Assemblies, vicar assemblies, Celebrating festivals of other cultures e.g. Diwali, Chinese New Year</p>

	and secure	Links with local and diocesan schools as well as those in our own academy trust. Charity work Website Ethos / vision statement Displays around the school Stories Circle time. Ethos and code of conduct for all sports clubs. Winning graciously or losing with dignity.
What could the adults do and provide?		Possible Evidence
<p>Tolerance of those of different faiths and beliefs</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To combat discrimination through awareness <input type="checkbox"/> To ensure ethos of setting reflects an awareness of all cultures and beliefs <input type="checkbox"/> To have knowledge and understanding of other cultures and beliefs <input type="checkbox"/> To celebrate diversity within and outside the setting <input type="checkbox"/> To role model behaviour and attitudes towards others <input type="checkbox"/> To encourage all parental input in the setting 	Assemblies – i.e. anti-bullying, Gospel Assemblies based on how Jesus encouraged tolerance in such stories as the 'Good Samaritan' and the 'Woman at the Well' Class discussions Study of other faiths Visits Ethos / vision Prospectus Website Work in R.E. books based on the Somerset adopted scheme of work: Awareness, Mystery and Values. Celebrations Festivals Parental involvement.