



Kingsland CE Primary School

Christian and British Values



Christian Values

Our **deeply Christian values** underpin and intertwine all aspects of school life and are visited regularly and explicitly through Worship Times, assemblies and RE lessons, where we explore what they mean to us as individuals and as a school family. They are lived out in our daily lives. Our timetable of deeply Christian values is as follows:

Autumn 1	Autumn 2
Educating for Hope and Aspiration	Educating for Dignity and Respect
LOVE Tolerance of different faiths and beliefs	RESPECT Mutual respect
Spring 1	Spring 2
Educating for Wisdom, Knowledge and Skills	Educating for Community and Living Well Together
JUSTICE Democracy	THANKFULNESS Individual liberty
Summer 1	Summer 2
Educating for Community and Living Well Together	Educating for Hope and Aspiration
FORGIVENESS Awareness of what it means to be British	PEACE Rule of Law

British Values

The DfE have recently reinforced the need to “create and enforce a clear and rigorous expectation on all schools to promote the **fundamental British values** of democracy, the rules of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs and an awareness of what it means to be British.”

At Kingsland CE Primary School these values are reinforced throughout the curriculum and in our day-to-day learning:

British Value	How do we explore this in our school?
Democracy	<ul style="list-style-type: none"> • Pupils are always listened to by adults and are taught to listen carefully to each other, respecting the rights of every individual to have their opinions and voices heard. • When appropriate, School Councillors are elected annually by their peers through a democratic process; teachers ask children to put themselves forward as candidates before conducting a class ballot. Similar processes take place to elect house captains and Eco-school representatives. • Teachers carefully plan numerous opportunities to offer and discuss opinions. Debates and persuasive writing from different points of views are important parts of English lessons throughout the school. • Pupils take part in questionnaires about the school, putting forward their views and opinions, as do parents in their annual survey. • Ancient Greece and the birth of democracy is a Lower Key Stage 2 topic and national and local events such as elections are planned into the curriculum at appropriate times.
Rule of Law	<ul style="list-style-type: none"> • The importance of laws, whether they are those that govern the class, the school or the country are consistently reinforced. • Our whole school behaviour expectations/rules are constantly discussed through the application of our school behaviour policy. • Class rules are set by the children in each class at the beginning of the year, alongside the use of zone boards, silent signals, rewards and consequences, all of which provide clear guidelines and boundaries. House points, house tokens and headteacher's awards are used for positive reinforcement of our school rules and expectations. • Children are taught the reasons behind laws that govern and protect us, the responsibility that this involves, and are all made fully aware of the consequences if rules are broken. • Laws or rules are also reinforced throughout the school in P.E. and in playing any sort of games both within and outside the classroom. • Visits from people in authorities such as the police and fire service help reinforce these messages. • Planned curriculum units in PSHE and RE all add to our teaching on this aspect of British values.
Liberty	<ul style="list-style-type: none"> • Pupils are encouraged to make choices and decisions in lots of different ways throughout the school, knowing that they are in a safe and supportive environment. This includes: <ul style="list-style-type: none"> ○ child initiated activities in the younger classes. ○ selecting appropriate tasks and activities to stretch and challenge themselves in lessons. ○ choosing to volunteer for additional responsibilities such as house captains, librarians, eco-team, etc. and organising a variety of fund raising events, all of which contribute to and affect the life of the school. ○ in lessons, pupils are advised how to exercise their rights and personal freedoms safely when using the internet etc. and through topics on safety and drugs.
Respect	<ul style="list-style-type: none"> • Mutual respect is at the heart of our deeply Christian values through the recognition of the importance of dignity and equality. • Partner talk plays an important part in all classes across the curriculum and contributes to encouraging mutual respect. • Respect for others is reinforced through our behaviour policy.

	<ul style="list-style-type: none"> • Adults model respect in their daily interactions with children, providing good role models, encouraging manners etc. • Planned learning in RE, P4C and science etc. all contribute to the value of respect e.g. respect for the environment, interfaith learning. • Talks from the NSPCC, Road safety team, E-safety work, visits from the community support officers all contribute to encouraging respect for yourself and others. • Discussions in Worship Times and assemblies, and the use of stories help reinforce the meaning of respect and how it is shown. • Our emphasis on good sportsmanship, being magnanimous in defeat, celebrating and rewarding success, all play an important part in promoting this value.
Tolerance of different faiths and beliefs	<ul style="list-style-type: none"> • We regularly celebrate diversity within our Worship Times and assemblies through stories and celebrations from a variety of faiths and cultures • Our Tanzanian links and friendships, including staff visits from our partner schools have enabled Tanzanian teachers to share their language and culture with our pupils and have provided first-hand experiences to ask and answer questions • Curriculum work in RE provides opportunities to learn about Judaism, Hinduism, Sikhism, Buddhism and Islam, including visits to places of worship. • Work on 'Signs and symbols' and 'Religious leaders' deepen children's understanding and knowledge of other faiths and beliefs. • Whole school events such as celebrating Chinese New Year, Hereford Performing Arts Festival and inter-faith learning enhance and promote children's education and understanding of this value.
Awareness of what it means to be British	<ul style="list-style-type: none"> • We value and celebrate being part of Britain with its diverse heritages and history. • We celebrate a variety of traditions and customs throughout the year, including national events such as Red Nose Day and Children in Need. • Remembrance Day is observed each year, by children purchasing poppies and holding a minute's silence, along with Pancake Day and Royal family celebrations. • The national anthem was learnt by all pupils at the time of the Queen's jubilee. • Through RE, visitors into school, our regular 'Open The Book' assemblies, visits to church, celebrations at Harvest, Easter and Christmas and work on all Christian festivals, all play an important role in deepening children's awareness of faith in our local community. • In lessons, topics are taught that help to develop an awareness of what it means to be British and a better understanding of what Britain is like: Celebrations; The Battle of Hastings; local History work looking at Tudor & Victorian buildings; Countries within the UK; local Geography work including characteristics of our local environment; the work of Florence Nightingale assisting British soldiers; the impact of WW1 and WW2 on our locality. • Different aspects of British life are also studied and how they have developed and changed over time e.g. inventions, discoveries, homes and medicine etc.