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| **British Value** | **At South Parade…** | **Evidence** | **Intended Outcome** |
| **The mutual**  **respect and**  **tolerance of**  **different faiths**  **and beliefs** | Respect is a fundamental value. It is discussed explicitly during planned discussion times and implicitly during our  interactions with children and each  other.  Children learn about different faiths  through the RE curriculum. We enjoy world faith day every year which celebrates the many different faiths around the world.  Stories from different religions and  cultures are shared regularly in class  and during assemblies. Books with different cultures and religions are in book areas for children to enjoy.  Children as experts talk about their  own faith.  Religious festivals from a range of  faiths are celebrated.  Values taught – equality, freedom,  respect, tolerance | Assembly and plans  RE planning and PSHCE work  Values displays  Reactive discussions from any concerning behaviours  Religious celebrations  World Faith Day  Homework projects | Children can articulate  what respect is and how they show it. Mutual respect is evident  through-out school.  Children can talk about their own beliefs and  practices and can  compare and contrast  with those of others.  They ask and answer  questions about  different faiths. Negative  comments or attitudes  are perceived as  unacceptable and  children challenge these appropriately. |
| **Democracy** | Children at South Parade have direct experience of democracy in action through elections for School Council and eco councillors each year. Pupil Voice is heard and acted upon. Global and current issues considered through PSHRE and assemblies Values taught – freedom, fairness, equality, trust, compassion and cooperation | Assembly and plans  School Council procedure | Children have clear  understanding of  fairness and are  assertive when ensuring this. They use class reps. and  school council to make changes which benefit themselves and others. |
| The Rule of Law | School rules are clear, displayed and applied consistently through Positive Discipline – following our school behaviour policy. Children were involved in setting our Golden Rules. The PSHRE curriculum includes learning about the law.  Rules across Britain are modelled and shared including online rules and expectations.  Opportunities to develop positive relationships with local police/Youth offending teams are exploited. Values taught – honesty, justice, responsibility, co-operation | Assembly and plans  Class rules  PSHE | Children understand the importance of school  rules, feel they are fair  and necessary and  follow them.  Children can explain why we need laws in society. |
| **Individual liberty** | Children learn about the ‘Rights  of the child’, considering the lives of children around the world. They are  encouraged to act to make positive  change so more children can achieve  those rights – e.g. through fund raising.  Concepts of rights and  responsibilities are part of everyday  discussion with children.  Values taught – freedom, respect, empathy and happiness. | Assembly and plans  SMSC and cross curricular work | Children know about  rights and the  implications for children who do not have them.  They are clear about the links between rights and  responsibilities.  Children know who to talk to if worried or concerned and know what is okay and what is not. |