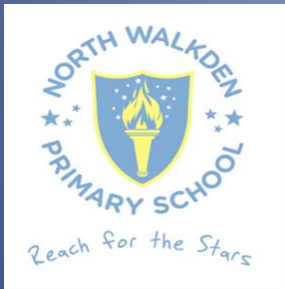


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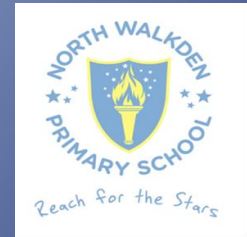
# British Values at the heart of North Walkden Primary School



# British Values

Democracy

Rule of Law

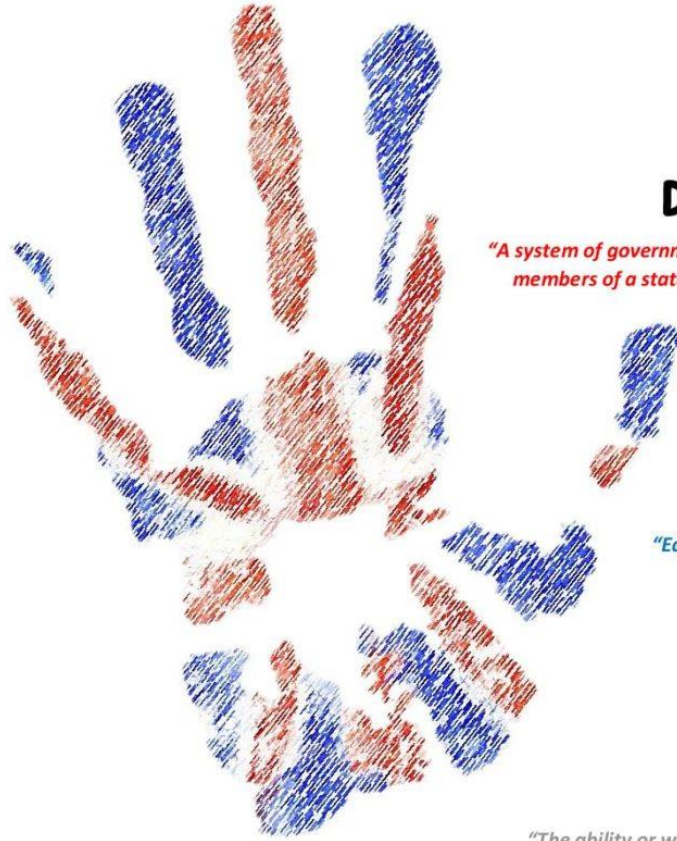


Mutual Respect

Individual  
Liberty

Tolerance

# Fundamental British Values



## Democracy

*"A system of government by the whole population or all the eligible members of a state, typically through elected representatives."*

## Rule of Law

*"The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws."*

## Individual Liberty

*"Each of us having the freedom to make our own choices and do what we want; within reason."*

## Mutual Respect

*"The understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others"*

## Tolerance

*"The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with."*



## Democracy



*We have equal rights. We know that we have rights as children.*

# Child Speak Cards



## Mutual respect.



*We understand and respect the roles of people who help us. We treat everyone equally. We listen to and respect other people's opinions and values.*



## Rule of Law



*We follow the rules in our school.  
We understand the consequences of our actions.*



## Tolerance of different faiths and beliefs.



*We know that different people might have different ideas or opinions or beliefs to us.*



## Individual Liberty.



*We know that we are all special. We can make our own choices about what activities we would like to do. We can talk about our own ideas and opinions.*



*Democracy*



*We have equal rights. We know  
that we have rights as children.*

## What we do now...

### Democracy

- Vote for roles & responsibilities in class
- Learn about the voting system
- School council members voted in from each class
- Classroom monitors/Year 6 helpers
- Have lunchtime buddies in the infant playground.
- Choose charities to donate to based on current issues if necessary.
- School council and local community work-Litter picking
- Charity support: CIN-RND-Christmas Shoe box Appeal
- Pupil/Staff/Parents- Questionnaires completed
- Learn about apartheid and Black history
- Debating Club
- Learn the National Anthem and more about our new Reigning King
- Develop understanding of propaganda-WW2 Year 6

## What we are going to do ...

### DEMOCRACY

- Develop the roles of the Eco Council
- Court trips Y5/Y6
- Learn more about the 'History of the British Monarchy and our political leaders'
- Invest in 'First News' in KS2, developing and encouraging debates about current affairs.
- Continue to develop our understanding that people have different views on things and how this affects the world.



*Democracy*



*We have equal rights. We know that we have rights as children.*

PSHE Lessons-

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.



## *Rule of Law*



*We follow the rules in our school.*

*We understand the consequences of our actions.*

## What we do now...

### Rule of Law

- Behaviour and anti-bullying assemblies and policies
- Our Golden Rules/School Rules are on the website and on display in every classroom (age appropriate)
- We have a Rewards & Sanctions system- traffic lights in KS1+ KS2 and sun, cloud, rainy cloud in EYFS
- Weekly Achievement assemblies- focus' on team work as well as individual rewards
- Road Safety assemblies take place Bikeability, Sale sharks, Respect, Crucial Crew-Year 6
- We invite the emergency services in to teach us how rules keep us safe.
- Road safety sessions in Year 5 during the summer term

## What we are going to do ...

- Develop whole school reward display and incentives
- Develop behaviour policy in partnership with parents, staff, governors and pupils
- Hold an e safety event for parents.
- To participate in Worsley Sports with cluster schools
- Develop links with local emergency services
- Develop inter- school sporting tournaments with our family of schools.
- Learn more about the English civil and criminal law.
- Link to French lessons-laws of other countries of relevance

### RULE OF LAW



Rule of Law



*We follow the rules in our school.  
We understand the consequences of our actions.*





*Tolerance of different faiths  
and beliefs.*



*We know that different people  
might have different ideas or opinions or beliefs  
to us.*



*Mutual respect.*



*We understand and respect the roles of people who  
help us. We treat everyone equally. We listen to and  
respect other people's opinions and values.*

## What we do now...

- We promote good manners in everything we do.
- We have high expectations of behaviour-Good to be green displays
- School core values are discussed and celebrated each week
- We treat other people the way we wish to be treated.
- We learn about different faiths and religions in RE. New RE scheme coverage
- We learn about important festivals in other faiths in RE-Chines New Year, Diwali (Classes and assemblies)
- We sell poppies for remembrance day.
- We collect groceries and make food packages at Harvest Time/local Food Banks .
- We sing at local care homes at Christmas time.
- We raise funds for current national disasters, Shoebox Appeal,
- Hold family workshops with different themes-KS2 workshop Theme-Christmas Celebrations around the world
- LTP assemblies within KS1/KS2 to ensure RE/PSHE/BV/School Values coverage
- Stories from other cultures within our English and Reading lessons
- Linked British values and Core Values to assemblies and PSHE units of work
- School core value certificates given out every week during achievement assembly.
- Developed understanding of The Protected Characteristics (KS2)

## What we are going to do ...

### TOLERANCE & RESPECT

Consider ways to make links with other schools.

- Visit different places of worship
- Develop rights and responsibilities understanding from UNICEF (Y6)
- Visit different places of worship.(LTP-RE)
- Have themed lunches from around the world.
- Once per year, hold a country study day-French day
- Have more visitors into school
- Continue our work with the Anne Frank Trust to develop work on Equality and decimation
- Boys to Men programme this year-discussing Masculinity/gender stereotypes
- Respect for cultures in other countries-Link French



## *Individual Liberty.*



*We know that we are all special. We can make our own choices about what activities we would like to do. We can talk about our own ideas and opinions.*

## What we do now...

- We are confident at independent research.
- Continuous provision with EYFS
- We work well in pairs and groups when learning together.
- Mixed ability groups and pairs for some foundation subjects
- Choice of ideas for what we do in afterschool clubs
- Class assemblies to celebrate and share learning
- We encourage child initiated learning.
- We choose our own reading books.
- We have a choice of clubs we can access.
- Develop maths and budgeting skills in Key stage 2 with a mini enterprise scheme.
- Pupil voice by subject leads –shared on Newsletter and school Facebook
- School governors invited into school for open days to watch us engaged in our learning
- Subject lead displays to celebrate children's work and show skills progression
- Development of PSHE class floor books to share work
- Coffee mornings once every half term for parents
- Supported transition-move up mornings (whole school), Sale sharks and high school visits for Y6

## INDIVIDUAL LEARNING/ LIBERTY

## What we are going to do ...

- In the Summer, each KS2 child will choose a mini- topic they want to learn about in PSHE and present it in an age appropriate way.
- Invest in 'First News' project in KS2, choosing what we want to read and forming an opinion about it.
- Create a school 'Good News' newspaper/magazine to share with other children (AFTER SATS)
- Develop money sense/value with local bank



*Individual Liberty.*



*We know that we are all special. We can make our own choices about what activities we would like to do. We can talk about our own ideas and opinions.*

# School Core Values Display



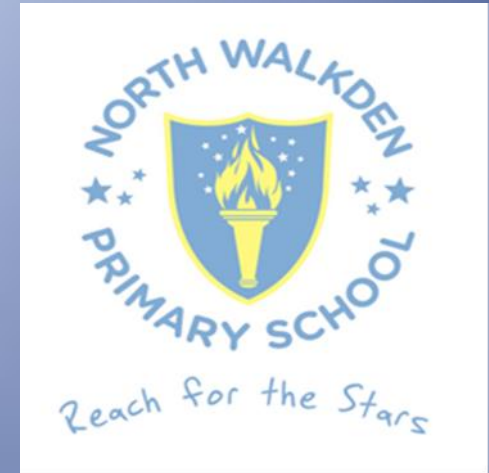
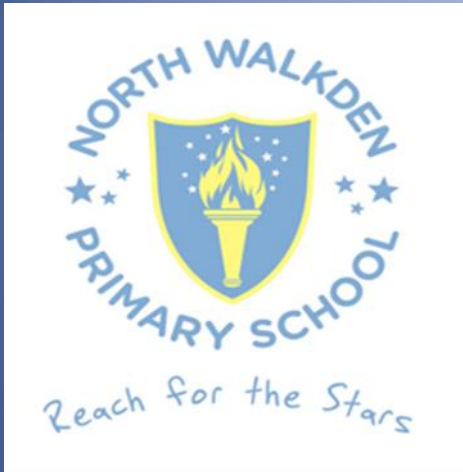
## Our School Promise

Together we will:

Never give up,  
Open our mind,  
Reach for the stars!

Treat each other with respect,  
Help to make a difference.

Welcome everyone,  
Accept the challenge,  
Learn to listen; listen to learn,  
Keep our school safe,  
Drive our ambitions,  
Encourage one another,  
Never give up!



# Equality Act 2010

## Protected Characteristics

Age



Disability



Gender Reassignment



Marriage & Civil Partnership



Pregnancy & Maternity



Race



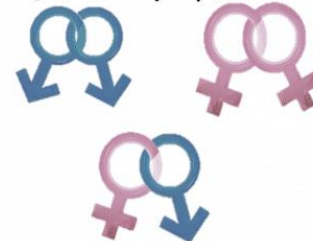
Religion and Belief



Sex



Sexual Orientation





# British Values: Coverage within the Curriculum

	<b>Democracy</b>	<b>The Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect</b>	<b>Tolerance of those with different faiths and beliefs</b>
<b>English</b>	<p>English provides many varied opportunities to explore democracy. As part of our approach to spoken language we provide planned experiences for discussion and debate. We listen to and respect the views of others and reach a consensus of opinion by democratic means such as having class and group votes. This enables us to respect individual viewpoints but also to reach agreement and facilitates collective decision making.</p>	<p>The ability to follow rules; be that the conventions of writing e.g. spelling and grammatical rules; observing the rules which govern the structure of a particular type of written genre or simply the rules we use for speaking and listening that preserve the ability to take turns, focus on listening and be courteous, is at the heart of each and every English lesson. This therefore provide a fundamental understanding of the concept of rules such as respect for the need to follow the wider rules of law as we live our life within society.</p>	<p>Our English curriculum is structured but also provides extensive opportunities for the expression of individual ideas and creativity. Children are encouraged to develop their individual liberty both in the spoken and written form and this is shaped and influenced by the wide breath of reading material they are exposed to.</p>	<p>All learning experiences at North Walkden Primary are undertaken within a climate of mutual respect.</p> <p>Fostering and respecting individual, group and collective class ideas, opinions and also in terms of conduct and behaviour, which are also at the centre of all learning.</p>	<p>Our English curriculum provides the ideal vehicle for debate and discussion, for reading and writing activities which broaden life experiences and for developing understanding.</p> <p>By studying the fundamental ideas and principles of major faiths , their practices and beliefs our children develop their personal understanding and as a result their respect and tolerance of difference is enhanced.</p>
<b>Maths</b>	<p>Maths provides many opportunities to explore democracy and the rule of law. We take into account the views of others and learn about democracy through voting when collecting data to analyse.</p>	<p>Children follow class rules safely during tasks and activities to benefit everyone as well as understanding the consequences if rules are not adhered to.</p>	<p>We work within boundaries to make a safe and personal choice from a given selection during practical activities.</p>	<p>Children behave appropriately, allowing everyone involved the opportunity to work to the best of their ability. In addition, they take turns, sharing equipment, reviewing each other's work respectfully and working collaboratively on projects whilst helping others.</p>	<p>Pupils use Maths to learn about different faiths and cultures around the world.</p> <p>For example, looking at patterns and shapes within Islam and Hindu religions.</p>



<b>Computing</b>	Throughout our Computing curriculum, we endeavour to give pupils opportunities to focus on up-to-date, real-life issues. They are encouraged to take into account the views of others as well as sharing their thoughts and opinions on other's work. Learners have the opportunity to select their programming challenge from a list of problems to resolve.	This is evident in the Computing curriculum through teaching the children about the importance of protecting themselves online. The children are taught about the positive aspects of using technology as well as the dangers that technology can pose to them. Information regarding who to speak to and how to report their concerns of anything online is regularly given to the children in lessons, assemblies and on the school website.	With challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; for example in computing through our approach to Online Safety.	Children are taught how to positively use technology, with a particular focus to their online presence. They are taught to send positive messages when blogging, emailing or using social media platforms. Furthermore, peer assessment is used to encourage children to constructively edit and improve each other's work; showing respect for the opinions and beliefs of their peers, which may differ from their own.	Tolerance is taught through our Computing curriculum by sharing information about other cultures with children. They are taught that technology is created all over the world and that it connects us globally.
<b>SCIENCE</b>	Students work together practically in groups, which encourages them to share views and opinions and take instructions from others. There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example, genetic modification, selective breeding and climate change.	Students following classroom rules in relation to scientific equipment and investigations.	There are opportunities for students to work independently and make choices in a safe environment when carrying out investigations. There are opportunities to debate issues where students can share their opinions and listen to the views of others. Justifying conclusion from experiments, respecting other peoples' results	Students work together practically in groups, which encourages teamwork and respect for others. There are opportunities to learn about scientific discoveries by a diverse range of people from our culture and other cultures. Students learn about the continual evolution of scientific ideas which occurs through the acceptance that different people have different ideas about a concept Opportunities for discussion around ethics, e.g. selective breeding – respect of other's opinions	There are opportunities to consider conflict between religious beliefs and scientific understanding with respect and acceptance of people's values.

<b>PSHE</b>	<p>PSHE provides many opportunities to explore democracy and the rule of law. We take into account the views of others and learn about democracy through voting when holding class debates and discussion. Also this decision making process is used extensively in such areas as the conduct of school and class councils</p>	<p>A part of school life our children follow school and class rules in order to ensure their personal safety and maximise learning. This is to the benefit of each and everyone within our school and they have a clear understanding of the consequences and sanctions if rules are not adhered to.</p>	<p>Within PSHE there are many opportunities for children to foster and develop their creativity, both in spoken, drawn and written forms. They are given the confidence to share their individual contributions which are valued and celebrated at the class and whole school level, within half termly PSHE whole school assemblies.</p>	<p>In all lessons, including but not exclusively PSHE, children behave appropriately and this ensures that everyone is involved and has the opportunity to work to the best of their ability. Good manners are held in high regard and children for example take turns, share equipment, review each other's work respectfully and have opportunities to work collaboratively on projects in a calm, supportive and respectful environment.</p>	<p>Children in PSHE learn about different faiths and cultures around the world. In doing so they have a greater understanding of difference and so enhanced tolerance and respect for a wider range of beliefs and practices.</p>
<b>French</b>	<p>Within French lessons, there must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.</p> <p>Children will consider what life is like for individuals living in France (and sometimes other French speaking countries).</p>	<p>As part of learning about other cultures, laws of France and French speaking countries will be mentioned, comparing them with British laws.</p> <p>Children will follow classroom rules safely during tasks as well as understanding the consequences if rules are not adhered to.</p>	<p>Children will explore their own individual liberty by considering themselves as global citizens. They will begin to explore possibilities for travelling to, or even working in, other parts of the world when they are older.</p>	<p>Mutual respect is taught and given when children are expressing their opinions or beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child an opportunity to share these on with the expectation that these must be listened to</p>	<p>Pupils are taught about historical and cultural differences between the UK and France (with some reference to other French speaking countries as well). Other cultures are always discussed in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected.</p>

<b>ART</b>	In art the children ensure that they are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.	When using any equipment and materials in art the children are always aware of the classroom rules as well as the consequences of not following them. We always create a calm, creative environment for the children to express themselves safely.	In art, the children are able to express their individuality and creativity through the use of a range of materials. We give the children regular opportunities to make their own decisions and choices in their projects. Whilst making own choices, the children also know that there are boundaries and which must be respected.	Children can admire another child's work by providing positive feedback on their peers' work. Ideas and technique are often shared amongst the children. It is also discussed that art is a subject that can be viewed differently by each individual.	We use art as a creative way to experience festivals and traditions. We explore beauty and individuality through art and continue to do this within the faiths and beliefs of others.
<b>DT</b>	When evaluating our pieces of work the children will be able to voice their opinion about what is good about their product and what could be improved next time. The children can vote on which product is the best for fulfilling the design criteria.	Children will follow instructions and equipment rules to make sure that they are acting safely when using equipment. The children understand the consequences if they do not follow the rules.	All of our DT topics allow the children to create their own designs and are able to choose from a range of materials to make their product. The children are also given the opportunity to work collaboratively and express their view to others.	The children will discuss and evaluate their ideas with their peers and respond with respect even if it conflicts with their own. Our children are receptive to the advice from others. Before creating a design, research is conducted into products created by others giving the children a chance to appreciate and understand alternative ideas.	When completing the food and nutrition objectives, food from different cultures could be discussed as well as food that is accepted in particular faiths.

<b>HISTORY</b>	Within history lessons, the classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what it was like for individuals during different	Children will be provided with opportunities to explore issues around the rule of law or the lack of rule of law in the UK and other countries e.g. crime and punishment in 1 times. Throughout the history curriculum, children look at	History provides many opportunities for children to explore the concept of individual freedom and limitations on freedom.	Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a chance to share these with the expectation that these must be listened to. When discussing what it means to be British and how this is demonstrated in different	Children form questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the
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	time periods and consider themselves in the positions of others and the concept of fairness. Pupils study periods of history where democracy has been tested and look at the impact and result of these times. Examples of this include WWI & WWII.	the role of parliament and taught how the rule of the law is fundamental to our society and the effects if it is ignored. Children follow class rules safely during tasks to benefit everyone as well as understanding the consequences if rules are not adhered to.		historical time periods, children can celebrate our heritage whilst embracing the similarities which bind us together. Children contribute to debates where they learn to listen and respect the views of others.	effects of religion on their lives and the impact on society. We celebrate British events and times of significance in Britain such as the Queen's jubilee, Remembrance Day, marriages/ births within the Royal Family. We strive to teach about a range of historical figures from a range of backgrounds and religions.
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<p><b>Geography</b></p>	<p>Geography provides many opportunities to explore and discuss views and thoughts. We have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues such as pollution, environmental issues, water and globalisation.</p>	<p>In Geography, pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. Children are given the opportunities to explore and evaluate the outcomes of meetings such as those surrounding climate change. We also investigate how laws at a local and global scale can influence both the physical and human layout of the landscape and contribute towards population decline and growth in certain areas.</p>	<p>Children explore their own individual liberty in terms of exploring their own career paths within Geography, having the freedom to pursue any further interests they may have. When comparing and contrasting locations children explore the people living in these environments and their own individual liberties.</p>	<p>Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions and share these on with the expectation that these must be listened to. Children will discuss what it means to be British and learn how to question and challenge stereotypes, respecting others opinions.</p>	<p>Children consider questions regarding how different cultures live and work throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them. The geography curriculum ..... helps to demonstrate the diversity of people's backgrounds helping children to have further tolerance of different faiths and beliefs.</p>
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<p><b>Music</b></p>	<p>Music lessons provide an opportunity for pupils to freely express themselves, forming their own opinions about the music they listen to, and also in performance and composition tasks. Pupils may express their opinions and these are respected by others. They are involved in the process of choosing/voting for which songs/pieces they perform in class assemblies and concerts, or what music they listen to.</p>	<p>Teachers have high expectations of behaviour and will use positive affirmation and rewards to facilitate this approach to studying Music. Pupils are taught how to be an appreciative and supportive audience who listen attentively and appraise whilst others perform.</p>	<p>Our students are taught self-discipline. They are encouraged to work hard in order to be successful, showing persistence and believing that they can achieve anything if they set their minds to it. Pupils are able to freely express themselves through various composition and performance assignments.</p>	<p>Pupils take ownership for their behaviour and are encouraged to make sensible choices in lessons. They actively participate in decision-making concerning how an activity and the working environment may best be made safe. Pupils are encouraged to respect the individual abilities and performances of others during lessons and to give feedback in a positive manner. Children gradually develop respect and a greater understanding of their differences.</p>	<p>Pupils listen to and learn about the music of various other cultures and faiths and how music is used in them. Children compare music from a variety of times and cultures, observing the similarities and differences. They consider and honour the differences between themselves and others, showing understanding and respect for other cultures and beliefs. Our Music lessons and Singing practice provide opportunities for children to demonstrate how people can be brought together by music.</p>
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<b>RE</b>	The R.E. classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.	In R.E., pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.	Children will learn that Religion is a good case study of the balance between individual liberty and the greater good.	Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions of others. Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions and an	Children consider questions about identity and belonging. Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class and whole school assemblies also help to contribute to the knowledge of special
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				expectation is that these must be listened to.	occasions, beliefs and customs. R.E. can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.
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<b>PE</b>	Physical Education provides a range of opportunities to explore democracy. Children work in teams devising plans, tactics and routines, whilst taking on different roles like captain. Children are able to freely express their views, thoughts and feelings. Pupil voice is consulted on issues such as playground activities through the playground leaders programme.	During Physical Education lessons children follow rules to benefit everyone else. Children are aware of the consequences if rules are not followed correctly and the implications this has. Children devise and vote on rules when playing games. Children take on leadership roles such as referee and umpire. Children demonstrate exceptional social skills.	Through Physical Education children are allowed to believe, act and express one-self freely. Children develop life skills and values through taking part in a range of sports and activities. Children are confident to express their opinions and respect others views. Children feel safe and their views are listened to and accepted.	In PE lessons children behave appropriately, respecting their peers and adults helping them. Children are taught about the school games values including respect, honesty, teamwork, self-belief, passion and determination. Children are awarded "PE Star" in celebration of their success on the sports field. Children are taught about winning and losing showing good sportsmanship.	Children use Physical Education to learn about different faiths and cultures around the world. Children researched the different countries that take part in cricket around the world. Children learn that people have different opinions and beliefs. The children are taught to understand, accept, respect and celebrate diversity (for example why footballers chose to take the knee before matches).
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# British Values

Democracy

Rule of Law



Mutual Respect

Individual  
Liberty

Tolerance