

# Mendlesham Community Primary School

## Promoting British Values

British Value	Statement	Evidence	Impact
<p><b>Democracy</b></p>	<p>Linked to: trust, honesty, peace, understanding, responsibility, tolerance, freedom, fairness, unity, inclusion, integrity.</p> <p>Children understand democracy as a way of working successfully in our school community an in the wider world.</p>	<ul style="list-style-type: none"> <li>• School Aims and Values.</li> <li>• The Golden Rules.</li> <li>• Behaviour Policy.</li> <li>• Class/Club Rules.</li> <li>• School Council.</li> <li>• Eco Group.</li> <li>• Environment Club.</li> <li>• Circle Time.</li> <li>• Assemblies.</li> <li>• Raising money for our Liberian School link and other charities eg Save the Children, Comic Relief etc.</li> <li>• RE and PSHE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can say why our Golden Rules are important both to children and adults in our school community.</li> <li>• Their behaviour towards each other and adults shows that they not only follow both our Aims and Values and our Golden Rules, but they recognise the importance of doing so.</li> <li>• Children are observed to be self-regulating with regard to their behaviour.</li> <li>• Children are eager to take part in activities which involve them making decisions and are able to discuss their own points of view whilst respecting others views.</li> </ul>
<p><b>The Rule of Law</b></p>	<p>Linked to: honesty, responsibility, co-operation, unity.</p> <p>Children understand why there are laws and rules, both in the wider context of the world and within the</p>	<ul style="list-style-type: none"> <li>• School Aims and Values.</li> <li>• The Golden Rules.</li> <li>• Behaviour Policy.</li> <li>• Circle Time.</li> <li>• Assemblies.</li> <li>• Class/Club Rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Our children have strong views on what is the right and the wrong choice and endeavour to make the right choice in their everyday life in school.</li> </ul>

	school community and their local environment.	<ul style="list-style-type: none"> <li>• Visits by community visitors such as PCSO.</li> <li>• RE and PSHE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• They understand there are always consequences for themselves and others when the wrong choice is made.</li> </ul>
<b>Individual Liberty</b>	<p>Linked to: honesty, humility, courage, freedom, co-operation, perseverance, exploration, self-discovery, bravery, integrity.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves. They are taught to respect and value themselves and others, whilst understanding that others may see situation differently to them or hold views which they do not.</p>	<ul style="list-style-type: none"> <li>• School Aims and Values.</li> <li>• The Golden Rules.</li> <li>• Assemblies.</li> <li>• Behaviour Policy.</li> <li>• Achievement Assemblies weekly to celebrate achievements of both individuals and groups.</li> <li>• Golden tickets and white tickets.</li> <li>• House points/cups.</li> <li>• Sports Day and other sporting competitions.</li> <li>• Pupil Perceptions interviews.</li> <li>• RE and PSHE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Children both understand and expect their right to be heard and to hold their own views. Eg teachers will always hear both sides of an argument and will discuss the situation with those concerned to bring about a solution which includes a mutual understanding of each other.</li> <li>• Children are proud of their own achievements but are equally encouraging and proud of each other eg cross country run, rugby etc support.</li> </ul>
<b>Mutual Respect</b>	<p>Linked to: appreciation, love, honesty, understanding, tolerance, courage, perseverance, loyalty, acceptance, inclusion.</p> <p>Children are taught to respect and value others, whether they hold the same views as they do, or exhibit the same behaviours as they do, or not.</p>	<ul style="list-style-type: none"> <li>• School Aims and Values.</li> <li>• The Golden Rules.</li> <li>• Assemblies</li> <li>• Behaviour Policy.</li> <li>• RE and PSHE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Children throughout the school treat each other with mutual respect. They are encouraged to sort out their own issues with others by discussion/negotiation before involving an adult.</li> <li>• They are seen to be very tolerant and caring about others in their school community who are different to the majority and</li> </ul>

			who have unusual behaviours or needs which they do not understand, but which they accept.
<b>Tolerance of different faiths and beliefs</b>	<p>Linked to: All the above values.</p> <p>Children are taught that everyone has a right to their own belief and to practice their own religion, as long as they are not stopping others from doing the same.</p>	<ul style="list-style-type: none"> <li>• School Aims and Values.</li> <li>• The Golden Rules.</li> <li>• Assemblies</li> <li>• Behaviour Policy.</li> <li>• RE and PSHE lessons which include learning about other religions and their beliefs.</li> <li>• Visitors.</li> <li>• Displays and artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to talk about different faiths and cultures that they learn about, and can ask questions in a respectful way about these.</li> <li>• Adults, whilst teaching children about different faiths etc, do not endorse one faith or belief over another. They use the words 'Some people believe ...' and do not give children their personal views.</li> </ul>