



British Values at Cedars Primary

At Cedars Primary, the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs are introduced, discussed and lived out through the ethos and work of the school.

We value the backgrounds of all our pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country. Our cross-curricular approach to learning provides excellent opportunities to deepen and develop understanding, developing the spiritual, moral, social and cultural development of our children. We make every effort to ensure our children have exposure to a wide experience beyond their local community. We take active opportunities to develop children through an enriched curriculum that is rooted in core values. This we feel gives our children an excellent start to embracing difference. At Cedars Primary we value the voice of the child and promote democratic processes such as school council members whose members are elected by children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view. Children are given responsibilities and can regularly lead other children in games and activities. We expect all our children to be good role models for each other, which is encouraged through high expectations of attitudes and behaviour by following 'The Cedars' Way'.

Below is an overview of how we promote the British Values at Cedars Primary:

British Values	Statement	Early Years	Key Stage 1	Key Stage 2	Overall impact
Democracy	The children at Cedars Primary see democracy being used in a variety of ways and see this as being an essential component of	<ul style="list-style-type: none"> Questionnaires and discussions with pupils to ascertain their thoughts and feelings about school Enrichment visits/visitors 	<ul style="list-style-type: none"> Questionnaires with pupils to ascertain their thoughts and feelings about school School Council Elections 	<ul style="list-style-type: none"> Questionnaires with pupils to ascertain their thoughts and feelings about school School Council Elections 	Children can work cooperatively in pairs and groups as well as whole class situations.

	<p>successful team working.</p>		<ul style="list-style-type: none"> • School Council Meetings every fortnight • Enrichment visits/visitors e.g a visit from the Mayor of Milton Keynes to discuss the role, and the impact he/she has on the community • PE Competitions and Festivals 	<ul style="list-style-type: none"> • School Council Meetings every fortnight • Enrichment visits/visitors e.g. Visit from Local MP • Residential visits • PE Competitions and Festivals • Children applying for various roles in school e.g. Play Leaders 	<p>They understand turn taking and respect the views of others.</p> <p>Children use the language of respect.</p>
<p>Rule of Law</p>	<p>The children at Cedars are familiar with this concept through the values of respect and fairness that infuses the whole work of the school.</p> <p>Familiarity is reinforced through lessons in RE, PHSE, PE and other relevant curriculum areas.</p> <p>Children are familiar with the local police, who visit regularly and talk to them.</p> <p>Children discuss and debate laws/rules and</p>	<ul style="list-style-type: none"> • Clear Attitudes & Behaviour Policy using a restorative approach • Following 'The Cedars' Way' • Developing skills to co-operate well with others and resolving conflicts effectively 	<ul style="list-style-type: none"> • Clear Attitudes & Behaviour Policy using a restorative approach • Following 'The Cedars' Way' • Co-operating well with others • Resolving conflicts effectively e.g. restoratively • Knowing about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain 	<ul style="list-style-type: none"> • Clear Attitudes & Behaviour Policy using a restorative approach • 'The Cedars' Way' • Co-operating well with others • Resolving conflicts effectively e.g. restoratively • Knowing about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Understand legal boundaries and, in doing so, respect civil 	<p>Children can articulate how we behave in school and reasons for rules.</p> <p>Children have a developing knowledge of knowing they have rights and with rights comes responsibilities</p> <p>Older children can debate the need for laws in general</p>

	<p>how they are made e.g. Parliament.</p>			<p>and criminal law in England</p> <ul style="list-style-type: none"> • Know about and respect public institutions and services in England 	
<p>Individual Liberty</p>	<p>Children are taught about self-respect and self-worth through discussion and lessons.</p> <p>Children are encouraged that they all have individual values and these are important.</p> <p>Teaching places an emphasis on every child's right to have their own thoughts and solutions.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<ul style="list-style-type: none"> • Participate in and respond positively to artistic, musical, sporting and cultural opportunities • Opportunities to share their individual talents and achievements they have achieved in school or out of school e.g. Celebration Assemblies monthly school newsletter • Developing a range of social skills in different contexts • Continuous provision promoting children to learn independently 	<ul style="list-style-type: none"> • Participate in and respond positively to artistic, musical, sporting and cultural opportunities • Opportunities to share their individual talents and achievements they have achieved in school or out of school e.g. Celebration Assemblies monthly school newsletter • Developing/using a range of social skills in different contexts • Nurturing enjoyment and fascination when learning about themselves, others and the world around them • Using imagination and creativity in learning • Reflecting willingly on their experiences 	<ul style="list-style-type: none"> • Participate in and respond positively to artistic, musical, sporting and cultural opportunities • Opportunities to share their individual talents and achievements they have achieved in school or out of school e.g. Celebration Assemblies monthly school newsletter • Using a range of social skills in different contexts • Nurturing enjoyment and fascination when learning about themselves, others and the world around them • Using imagination and creativity in learning • Reflecting willingly on their experiences 	<p>Children understand about the importance of accepting responsibility and their right to be heard.</p> <p>They are consulted on different aspects of school life.</p>

<p>Mutual respect and tolerance</p>	<p>Respect is a fundamental school value rooted in 'The Cedars' Way'.</p> <p>We pay attention to this as part of our RE, PHSE and SMSC curriculum.</p> <p>Respect is a school value that is reinforced regularly in classrooms, the playground and assemblies.</p> <p>Respect is taught in the broadest sense including respect for family, friends, other groups, the world and the environment.</p>	<ul style="list-style-type: none"> • Adults throughout the school are constant role-models for the children, demonstrating respect for children and other adults • People and Community teaching • Remembrance Day • Visits from people in the local community • Collective Worship e.g. Whole School Christmas Service 	<ul style="list-style-type: none"> • Adults throughout the school are constant role-models for the children, demonstrating respect for children and other adults • Bridge Builder Assemblies • Special dates in different religions throughout year explored in assemblies • Remembrance Day • Religious Education • Visits from people in the local community • Collective Worship e.g. Whole School Christmas Service 	<ul style="list-style-type: none"> • Adults throughout the school are constant role-models for the children, demonstrating respect for children and other adults • Bridge Builder Assemblies • Special dates in different religions throughout year explored in assemblies • Remembrance Day • Religious Education • Visits from people in the local community • Collective Worship e.g. Whole School Christmas Service 	<p>Children can articulate respect as a school value, why it is important and how they can show respect for others and themselves</p> <p>Children's behaviour demonstrates their understanding of respect</p> <p>Children can talk about different faiths and cultures.</p> <p>They show tolerance for other's views and respect for other religions.</p>
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