



British Values Overview

At Biscovey Infants we believe that British Values are intrinsic to our daily life and school ethos. The five elements overlap and are integrated within all areas of our curriculum. We strive to adapt to the children's needs and make the most of spontaneous occurrences, whilst also ensuring coverage through careful planning of learning opportunities and assembly time.

Democracy

- Pupils will develop their understanding of how they can influence decision making through the democratic process.
- Pupils will have opportunities to make decisions about their own learning and wider school issues.
- Pupils will develop their communication skills to be able to express their needs and offer own ideas.
- Pupils will learn and demonstrate the ability to listen to and accept the ideas of others.

Rule of Law

- Pupils will understand that school's rules are used to mirror society laws and that these must be respected
- Pupils will be able to recognise there are consequences to actions and will take responsibility for their own actions
- Pupils will understand that we all have a responsibility to promote and protect the wellbeing of others

Individual Liberty

- Pupils will be actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- Pupils will develop their self-knowledge, self-esteem and self-confidence.

Empowering pupils to express themselves constructively.

- Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through PSHE lessons and online safety lessons.

Mutual Respect

- Pupils will recognise that everyone is entitled to their own opinion as long as it doesn't not promote extremism
- Pupils will understand that everyone is entitled to their own voice in the classroom and will listen to others' contributions
- Pupils will acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Pupils will acquire a broad knowledge of and respect for the community.
- Pupils will demonstrate respect for democracy and support for participation in the democratic processes,

Tolerance of those with Different Faiths and Beliefs

- Pupils will learn and recognise that it is important to respect and value the beliefs and opinions of others
- Pupils will take part in discussions about cultural difference in a structured and sensitive manner
- Pupils will have opportunities to explore and discuss differences between people such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Pupils will explore tolerance and harmony between different cultural traditions by acquiring an appreciation of and respect for their own and other cultures
- Pupils will understand that the freedom to choose and hold other faiths and beliefs is protected in law
- Pupils will demonstrate acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour



EYFS	<ul style="list-style-type: none"> • Children will be encouraged to resolve conflict independently. • Pupils vote for marble jar reward. • Staff and pupils explain the reasons for rules and know right from wrong. • Pupils take part in class voting for stories. • There are school council representatives from all classes, including Reception. 	<ul style="list-style-type: none"> • Children are encouraged to play with one or more children. • Staff and pupils develop a sense of community and responsibility. • Children learn and adhere to school rules through implementation of the behaviour policy. • Pupils engage with reward systems to encourage good behaviour. • Pupils understand feelings and regulate behaviour. • Pupils listen to and follow instructions. 	<ul style="list-style-type: none"> • On occasion children have opportunities to wear their own clothes to celebrate differences. • Children engage in independent learning opportunities, making choices in their own learning • Pupils create and think critically in their play, developing characteristics for effective learning. 	<ul style="list-style-type: none"> • Pupils engage in Show and Tell; sharing photos from home. • Pupils learn about a range of faiths and religions through RE lessons- What makes people special? • Children develop personal, social and emotional skills, playing cooperatively with others, • Pupils show sensitivity to others' needs. 	<ul style="list-style-type: none"> • Children talk about their own families, including exploring family trees • Children learn to value differences and about their relationships through PSHE lessons. • Pupils engage in extended conversations. • Children learn and talk about different countries of the world. • Pupils discuss different cultures and traditions through RE, PSHE and the schools Understanding the World curriculum offer.
KS1	<ul style="list-style-type: none"> • Pupils take class votes for stories • Pupils make choices collectively for marble jar reward • school councillors and Biscovey ACEs are voted for by their peers. • Turn taking is actively encouraged. • Pupils are taught to listen respectfully and respond to the ideas of others. 	<ul style="list-style-type: none"> • Pupils engage with the whole school rainbow reward system continuing from EYFS. • Staff actively promote the My Personal Best values across the curriculum. • Staff consistently follow the behaviour policy and promote high expectations for class conduct. 	<ul style="list-style-type: none"> • Pupils engage in career's day and careers are actively promoted across the curriculum. • Focus on History of NHS-Florence Nightingale, Mary Seacole, learn about significant historical figures that have influenced our lives- Charles Rashleigh. 	<ul style="list-style-type: none"> • Children learn about contrasting Geographical studies-, - European locality. • Pupils develop an awareness of environmental issues. 	<ul style="list-style-type: none"> • Pupils engage in RE and PSHE topics that generate discussions about different faiths and beliefs, exploring common elements- similarities as well as celebrating differences.