

Grand Avenue Primary and Nursery School

Promoting British Values

Spring 2025

Why do we teach British Values?

- **Develops thinkers**
- **Prepares children for life in the outside world**
- **Promotes social skills and tolerance**
- **Makes a positive contribution to a fair and just society**
- **Impact on behaviour and attitude of pupils**
- **Improves SMSC development of pupils**

DEMOCRACY

Our opinions are valued; in turn we must also value the opinions of others. We make decisions together.

Links to the UN Convention of Children's Rights:

Article 12: Respect for Children's Views: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Whole school examples include:

The use of 'Pupil voice' in a variety of contexts

School council

Curriculum weeks e.g. Aspirations

Voting for a class/team reward

Voting for someone to represent them as a school council leader/champion role

Being on the school council and sharing what you think you should do/make a difference

Vote for other children to receive a certificate/sticker

Answer a school or class questionnaire

Rights Respecting Schools steering group

Voting for Spark! Book Awards

Year group specific examples include:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Topic on 'People who help us'</p> <p>Voting for story & involvement in other decisions</p> <p>Question of the day</p>	<p>Voting for role play area/story</p> <p>Responsibilities in class</p>	<p>Voting for which story should be read</p> <p>Voting for Spark! Book awards</p>	<p>Electing class reps, naming table groups, choosing class reader books, naming class plants/ worry monster, choices throughout the day.</p>	<p>Voting for roles of responsibility</p>	<p>Voting for roles of responsibility</p> <p>Link to literacy: voting on whether a character should make a decision.</p> <p>Explicit teaching about our Government and voting system</p>	<p>Voting for House Captains / vice team captains.</p> <p>UK parliament visit / feedback to the rest of class.</p> <p>RE -</p>

THE RULE OF LAW

Rules and laws help to keep us safe. We are all responsible for upholding rules and laws.

Links to the UN Convention of Children's Rights:

Article 19: Protection from Violence: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Whole school examples include:

Talking regularly about own class/school rules

Ensuring children understand why we have rules and that rules are there to protect them

Talking to individuals when rules have been broken

Being consistent with consequences of rules

Assemblies and visits – RNLI, Police, Fire brigade

School council meetings/discussions

E-safety code of conduct- lessons exploring e-safety

Code of conduct policy

Use of the 'perfect apology'

Explicit teaching of Zones of Regulation

Things I want my teacher to know boxes

Mental health day – activities and discussion

Year group specific examples include:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Visits from police</p> <p>Rules toasty safe in the outdoor classroom</p> <p>Power of Reading text – The Naughty Bus</p>	<p>PSHE – understanding boundaries</p> <p>Following routines and rules</p> <p>Explicit teaching of class and playground rules and why they exist</p>	<p>Discussion on why we have rules and the consequences of breaking rules</p> <p>Fire brigade visit</p> <p>Lessons on PANTS</p> <p>Classroom charter that all children sign</p> <p>Use of the zones of regulation in lessons such as English</p>	<p>Agreement of daily routines and why they are important</p> <p>Lessons include a focus on tribal hierarchies during the Iron Age and the Roman ruling system</p> <p>Children sign the code of conduct policy.</p>	<p>Projects include comparison between Anglo Saxon and modern day laws and punishments</p> <p>Child tailored Behaviour Plan</p> <p>Classroom Charter - behaviour and CRC</p> <p>Pioneered Weekly rights focus</p>	<p>Discussion of rules and laws linked to Power of Reading text.</p> <p>Exploring monitor roles and setting good example to peers</p> <p>Looking at how laws have changed over time eg Tudor period</p> <p>RHE lessons on respectful and disrespectful behaviour and class lunchtime behaviour agreements.</p>	<p>Visits from police</p> <p>Junior Citizenship</p> <p>RHE - Extremism and racism</p> <p>Similarities and differences</p> <p>RE - What matters most to Humanists and Christians? How do we know right from wrong - religious and non-religious views.</p> <p>Thanksgiving service - Crown Court staff</p> <p>Suffragettes - Summer 1</p> <p>Classroom Charter - behaviour and CRC</p>

Individual Liberty

We all have the freedom to make our own choices. We show kindness to everyone.

Links with the UN Convention of Children's Rights:

Article 15: Setting up or joining groups: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 29: Aims of Education: Children are all different and have their unique interests and talents. Education should aim to nurture and develop these.

Article 31: Rest, play, Culture and Arts: All children have a right to relax and play, and to join in a wide range of activities.

Whole school examples include

Giving children lots of opportunities to make choices whilst knowing that you are in a safe and supported environment

Giving children the confidence and opportunities to challenge others (children and adults)

Use real life situations (e.g., playground disputes) to explore the consequences of their words and actions (behaviour Scenarios)

Allow children to take and manage risks (e.g., PE, adventurous activities) or more creative risks such as producing unique art and writing.

Anti-bullying and harassment policy

Anti-bullying week

Self-assessment opportunities

Year group specific examples include:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>'All about me' topic</p> <p>Child initiate learning</p> <p>Celebrating individual cultures within the classroom</p> <p>Use of learning journals</p> <p>Show and tell</p>	<p>'Incredible me' topic</p>	<p>Lessons on PANTS</p> <p>Behaviour scenario discussions</p> <p>Anchor tasks in maths allow for children to solve maths in a way that they understand</p>	<p>Boudica persuasive speech and persuasive writing</p> <p>Debating in maths Anchor Tasks</p> <p>Class debates (e.g. conscious alley and hot seating)</p> <p>Use of perfect apology and empathy</p>	<p>A-Z topic 'Where will your journey take you?'</p> <p>Exploring different nationalities and cultures</p> <p>Debating in maths Anchor Tasks</p> <p>Class debates (e.g. conscious alley and hot seating)</p> <p>Mental Health Ambassadors</p> <p>Outdoor Library Champions</p>	<p>Friends group</p> <p>Discussions about making decisions about our health and wellbeing.</p> <p>RHE lessons on healthy and unhealthy relationships</p> <p>Group discussions and whole class debates</p>	<p>Exploring the role of the Champions</p> <p>Class debates and discussions</p> <p>RHE - mental health strategies and how to help others</p> <p>Similarities and differences</p> <p>RE - What can be done to reduce racism? Can religion help?</p> <p>PGL - managing risk</p> <p>Mental Health Ambassadors</p>

Mutual respect and tolerance

We respect and learn from each other's differences. We always treat others as we want to be treated.

Links with the UN Convention of Children's Rights:

Article 2: No Discrimination: Every child has rights, without discrimination of any kind against the child, parent, or legal guardian

Article 14: Freedom of thought and Religion: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Whole school examples include:

We use opportunities as they arise to discuss and celebrate our differences

Curriculum covers different religions and beliefs (including RHE)

Use of current and historic news stories to help children understand life is not the same for everyone

Model and discuss with children when they have or have not shown respect and how that may have affected others (link to Grand Values/rules)

GRAND rules

Assembly themes, e.g. Young carers/ASD/Dyslexia

Curriculum weeks, e.g. Languages and Cultures week

Links with local places of worship

Texts used explore topics of race/disability/Reflecting Realities project

Use of newsround/current affairs to understand rights and protected characteristics through empathy and reflection

In class Grand Assembly

Kindness Calendar during Ramadan

Cultural Event Calendar every term

Year group specific examples include:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Celebrations from range of cultures</p> <p>Managing conflicts</p>	<p>Show and tell</p> <p>Sharing home learning</p> <p>Language for emotional coaching</p> <p>'Music to our ears' topic, exploring different British cultures</p>	<p>RE lessons about belonging</p> <p>Celebrating achievements in show and tell</p> <p>Visit to the Church in Autumn 2</p> <p>Dress up day and celebrating our uniqueness and differences</p>	<p>RHE- relationships and responsibilities</p> <p>RE- respecting the views of others</p> <p>Neurodiversity</p>	<p>Thames Young Mariners trip</p> <p>Text – The miraculous journey of Edward Tulane</p> <p>Text - Varjak Paw</p> <p>Celebrating children's out of school achievements in class</p>	<p>Topic on 'Tremendous Tudors'</p> <p>RHE lessons on being respectful and inclusion</p> <p>Class charter</p> <p>Science starters on neurodivergent scientists</p> <p>SRE starters on being respectful during sensitive discussions</p> <p>Scenario cards to promote discussion on inclusivity</p> <p>RE comparative religion lessons</p>	<p>RHE - Relationships and responsibility</p> <p>Race and ethnicity, gender stereotypes and culture</p> <p>Extremism and racism</p> <p>Neurodiversity</p> <p>RE - What can be done to reduce racism? Can religion help?</p> <p>What matters most to Humanists (and Christians)? Non-religious world views</p> <p>Hindu Temple visit - Summer 2</p> <p>Thanksgiving service - Crown Court</p>