



British Values: Coverage (and how this links to SMSC)

British Values

Democracy: making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

Individual liberty: freedom for all, for example reflecting on their differences and understanding we are free to have different opinions

Mutual respect and tolerance: treat others as you want to be treated, for example sharing and respecting other's opinions.

SMSC

Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

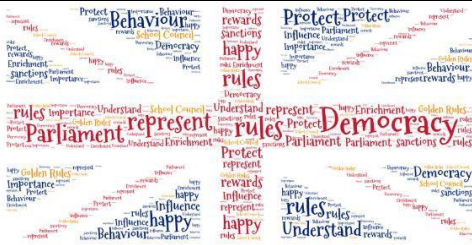
Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Our Jigsaw programme teaches many of the aspects described below.

Democracy: making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued



- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Organise visits to the local council and Parliament
- Hold 'mock elections' so pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

- We have our own School Council (1 per class) with elected representatives. A ballot is held and pupils are voted for. All pupils are able to put themselves forward to their classmates.
- Year 6 Pupil Leaders head up the School Council and lead meetings.
- The Headteacher reports to governors about the activities of the school council.
- Votes for Schools, enables all pupils to regularly vote on different themes to express an opinion, express their views respectfully and have their voices heard.
- School Council discuss current issues within school and get ideas from their class members.
- Children also have the opportunity to have their voices heard through pupil voice and surveys.
- Policies such as, our Relationships and Behaviour Policy and regularly reviewed and pupil voice is collected.
- The principle of democracy is explored in the History and RE curriculum as well as in assemblies.
- 'Fairness' is taught, discussed and modelled throughout the school. Children understand equity and that some children may require additional provision to ensure they are included in all part of school life.
- Children work co-operatively in pairs and small groups. They are taught turn taking from a young age.
- Children can clearly articulate respect for each other's opinions.
- Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution.
- We take part in days such as Comic Relief, Children in Need, Pride Awareness, Autism Awareness and Mental Health Awareness. All such events help our children to understand empathy, tolerance and respect.
- Every year group takes part in Anti-Bullying Week.
- Children have the opportunity to visit the Houses of Parliament during their time at Portfields Primary School.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour



- The importance of laws and rules, whether they are those that govern the class, the school (The Three Bs) or the country, are consistently reinforced throughout regular school days.

- Ensure school expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the Curriculum
- Teach pupils aspects of law and discuss how this might differ from some religious law

- Children are helped to distinguish right from wrong and are supported in finding a solution to any issues including reflection time.
- Children are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Children are helped to understand that living under the rule of law protects individuals.
- Visits from authorities such as the Police; Fire Service; Ambulance etc. are regular parts of our calendar and help reinforce this message.
- The school has zero-tolerance for any form of aggression, abuse or violence, which extends to children, staff and parents/carers.
- We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour.
- Internet safety rules are taught and discussed with pupils and safety sessions including knife crime, visits from the PCSO and road safety are held to keep children safe.

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| | <ul style="list-style-type: none">• We encourage as much positive praise as possible• Our whole ethos and behavior policy is about praising positivity and empowering all children. The school Relationships and Behaviour Policy encourages children to reflect on their mistake, learn from them and make amends.• We learn about the differences and similarities between religions and cultures• All teaching staff and Governors have attended Prevent Training• Mindfulness teaching is a key element of our Jigsaw teaching programme• Children's Voice questionnaires are undertaken to enable pupils to express their opinions on aspects of school• Pupil Leader lunch occurs weekly with the Headteacher and children have the opportunity to discuss current school issues and solutions. |
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Mutual Respect and the Tolerance of those with different Faiths and Beliefs: treat others as you want to be treated, for example sharing and respecting other's opinions.



- Promote respect for individual differences
- Help children to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers



- Children know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small
- The school strongly promotes respect for individual differences (Be Kind and Be Respectful)
- Children are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life through language of the term
- Staff and children challenge prejudicial or discriminatory behaviour
- Actively promoting our values also means challenging children, staff or parents expressing opinions contrary to fundamental values, including ‘extremist’ views
- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class
- Through the PSHE, RSE and RE curriculums children are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work through our curriculum
- Arts workshops take place in school linked to our curriculum units – such as Indian dancing & religious celebration days e.g. Diwali
- Respect for each other is modelled by all staff towards the children and each other
- Respect is discussed during assemblies, RE lessons and in everyday conversations
- Children’s behaviours around the school demonstrate their understanding of respect
- Respect for each other is modelled and encouraged from an early age through activities such as ‘The Manners Curriculum’ in EYFS.
- We acknowledge Random Acts of Kindness Day and have a Random Acts of Kindness tree to display our actions on our Portfields Kindness Tree
- We follow the Milton Keynes Agreed syllabus for RE - our RE Curriculum reinforces the importance of understanding and respecting different faiths and beliefs

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| | <ul style="list-style-type: none">• Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Chinese New Year and Ramadam• Different types of family structure are discussed in PSHE/RSE• We have a yearly remembrance assembly event where children take part in classroom activities relating to this and we represent the school at the Newport Pagnell Remembrance Parade• Our PSHE/RSE Curriculum covers differences in people and tolerance of others and in our wide range of reading books• Children learn about Britain and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities• The children have experience of cooking food originating from our various countries through our DT curriculum and special events. |
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