



ST LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL

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The DfE recently reinforced the need **‘to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs’**.

Schools, through their curriculum, are legally bound to actively promote the fundamental British values.

British values are:

Ofsted version	DfE version
<ul style="list-style-type: none"> democracy 	<ul style="list-style-type: none"> respect for democracy and support for participation in the democratic process
<ul style="list-style-type: none"> the rule of law 	<ul style="list-style-type: none"> respect for the basis on which the law is made and applies in England
<ul style="list-style-type: none"> individual liberty 	<ul style="list-style-type: none"> support for equality of opportunity for all
<ul style="list-style-type: none"> mutual respect and tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> respect for and tolerance of different faiths and religious and other beliefs

How can this be achieved at St Lawrence?

‘actively promote ...’

- Each year the children decide upon their Class charter and the rights associated with these. All children contribute to the drawing up of the Class and Playground charters. Children have many opportunities for their voices to be heard. We have an active school council with elected representatives from different Year groups who meet regularly to discuss a range of topics and issues to ensure we remain a safe and positive community for all.

Democracy – what do we do?

- 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
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Hold ‘elections’ for representatives of the school council, family captains and more traditional events so they understand the equality of the process
- Help pupils to express their views through class based debates in order to challenge and defend their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

Rule of law – what do we do?

- Ensure school rules and expectations are clear and fair based on the agreed school Charters (classroom and playground)
- 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 including the pupils' e-safety contract
- Include visits from the police and magistrates in the curriculum including participation in the Schools Mock Trial competition
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop approaches to resolve conflicts

Individual liberty – what do we do?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Working towards UNICEF rights respecting schools agenda

Respect and tolerance – what do we do?

- Promote respect for individual differences
- Help pupils 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 faith communities and schools within different environments
- 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 children in care or young carers



At St Lawrence will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist views'.

Please see the attached information highlighting how we promote British values in our curriculum provision.....

St Lawrence CE Primary School

Promoting British Values across the Curriculum in KS1

Democracy	Law	Freedom	Respect	Tolerance
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Objective	Subject	Theme	Learning Outcome
To identify with different people and their cultures	Geography	Studying world countries	We can say what part the school, local area and community play in the life of children at overseas schools
To respect the opinions and beliefs of others	R.E	Let's Celebrate	We can identify artefacts worn by Muslims during worship and explain why these are important
To uphold the rule of law	PSHCE	School/class rules. Belonging to groups	We can name groups of people who make rules and have some idea how rules are enforced
To appreciate the importance of equality before the law	PSHCE	Crossing the road, car safety, age related activities. Rights and responsibilities	We can conduct a discussion about the rights we feel each child should have
To cherish the individual liberty afforded to citizens of these islands	PSHCE	Views about right and wrong. Laws in England - need for police and people who help us	We can recognise restrictions imposed on us by our leaders and why they are there
To support the principle of freedom of expression	Science	All About Me!	We can contribute to discussion and express an opinion clearly and effectively

To have some understanding of how a democratic political system works	PSHCE	Discussions about the School Council and family groups, taking part in decision making.	We can see the results of the School Council and family captains democratic system
To understand and exercise the notion of fair play	P.E	Team games	We can understand that to break the rules should be an accidental and not deliberate act
To be committed to personal and social responsibilities	Geography	Reduce, Recycle, Reuse	We can appreciate that actions have consequences
To develop a sense of community and togetherness	Geography/PSHCE	What Can I Do? (focus on disability)	We can address a range of community issues and contribute to solving them
To be aware of significant personalities, events and turning points in our history	History	Trains, Planes and Automobiles Work of Brunel	We can explain why and how the railway was important in Victorian times
To be conversant with examples of British creativity and/or culture	Music/Art/PSHCE	Songs, art and music. Special occasions e.g. Harvest, Shrove Tuesday, Saint days, Sport/Comic relief, Remembrance	We can take part in various activities that can be passed on to future generations



St Lawrence CE Primary School

Promoting British Values across the Curriculum in KS2

<i>Democracy</i>	<i>Law</i>	<i>Freedom</i>	<i>Respect</i>	<i>Tolerance</i>
Objective	Subject	Theme		Learning Outcome
To identify with different people and their cultures	Literacy	Myths, legends, fables, parables and traditional stories	Citizenship: 'Me in my community'	We can recognise different cultures and the stories that are told to celebrate these different situations and environments. We understand that there is a wide variety of cultures and beliefs that make up our local community.
To respect the opinions and beliefs of others	RE / Computing	What do Christians believe God is like?	Where, how and why Christians worship	We reflect on why there are many ideas about God and express our own understanding of God. We can understand that Christians worship God in many ways.
To uphold the rule of law	PSHCE	Staying safe online	School & class based rules Rights Respecting Schools/UNICEF	We recognise the need to consider other's privacy and safety online. We know how to keep ourselves safe online.
To appreciate the importance of equality before the law	PSHCE	Citizenship: Democracy / Rules and Rights		We recognise the need to uphold the law and respect other's rights and views. We know how important it is that rules are created and followed by all.

To cherish the individual liberty (freedom) afforded to citizens of these islands	PSHCE	Citizenship: Myself and my relationships / working together Citizenship: Democracy/ Rules and Rights	We understand the right that everyone has for freedom of speech.
To support the principle of freedom of expression	Science	Evolution & Inheritance Forces / gravity Earth and Space	We listen when others give their opinions and thoughts on a subject.
To have some understanding of how a democratic political system works	PSHCE	Citizenship: Democracy/ Rules and Rights (Including: opportunity to develop a mock General Election – May 2015)	We recognise how the democracy system works in the UK.
To understand and exercise the notion of fair play (tolerance)	PE	Wall / Net games Team/partner work Gymnastics / Dance Athletics	During team activities, we ensure that all team members are involved. We show patience and tolerance towards others, considering rules of fair play.
To be committed to personal and social responsibilities (respect)	Geography / PSHCE	Mountains, Deserts & Seas Climate zones Citizenship: Me in my community	We understand that many climates and environments around the world need our help to avoid destruction. We appreciate there are many things we can do to support our community.
To develop a sense of community and togetherness	Geography / PSHCE	Mountains, Deserts & Seas Climate zones Citizenship: Me in my community	We can work together to discover more about our environment and the world around us. We appreciate there are many things we can do to support our community.
To be aware of significant personalities, events and turning points in our history	History	Who were the early Gloucestershire Greats?	We appreciate the effect the 'Gloucestershire Greats' had on history (medicine, exploration etc).

		Roman conquest and settlement	We can understand that the Romans were an important element of British history.
To be conversant with examples of British creativity and/or culture	Music/ Art/ D&T/ History	Gustav Holst / Pachabel's Canon / Hall of the Mountain King Printing / Roman pottery / Abstract painting Design / creation of a Roman catapult Impact of Romanisation on technology, culture and beliefs	We can explore and appreciate a range of British composers and their music. We can use a range of artistic and design skills to support our understanding of British history. We understand that the Romans were an important element of British history.

Please see your child's class teacher if you wish to know more.....