



## BRITISH VALUES

### Understanding and knowledge expected of pupils 2024-2025

Understanding and knowledge expected	What school is doing	Development points/Actions for 2024-2025
<ul style="list-style-type: none"> <li>An understanding of how citizens can influence decision-making through the democratic process</li> </ul>	<p>Voting by choice or preferences, questionnaires, debating and discussions. Highlight citizens who have influenced decisions in history through PSHE and Collective Worship as well as curriculum subjects, looking for example at people who have influenced historic decisions.</p> <p>Speaking and listening opportunities. Respecting everyone's right to an opinion.</p>	<p>To continue to show clear examples of democracy through themed weeks/curricular areas/Collective Worship. Voting of school councillors/monies raised for charities.</p>
<ul style="list-style-type: none"> <li>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> </ul>	<p>Restorative curriculum.</p> <p>Understanding of health and safety rules, E-Safety, School Golden Rules, Safety Week – work of the community i.e. police. Restorative approaches. Actions &gt; Reactions</p>	<p>Continue to emphasise the importance of home/school E-safety. Role-play examples of what happens if these structures were not in place.</p>
<ul style="list-style-type: none"> <li>An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</li> </ul>	<p>Pupils' own Anti-bullying Policy and Behaviour Policy.</p> <p>Different rules and understandings for difference cohorts – i.e. each class may have different rules / ownership for actions because they relate specifically to them – but school rules are for all.</p> <p>Examine the roles that adults play within the pupils lives such as at school: HT – Support staff. Being subjective and objective – what does that mean to children as well as adults?</p>	<p>Continue to look at how this area can be developed further – age appropriate.</p> <p>What do pupils see the different roles of adults in the school are and why?</p>
<ul style="list-style-type: none"> <li>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	<p>Cultural diversity and exploration of different faiths/cultures within the 6 principle religions – rights to wear religious attire, for example. Themed weeks and workshops. E-safety/laws that children understand. We all have choices</p> <p>What is discrimination and how can we prevent this?</p>	<p>How can this be shown through 'law protection'? Visitors from the police force.</p> <p>Book hooks – Reading spine – showing diversity of books in school.</p>
<ul style="list-style-type: none"> <li>An 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</li> </ul>	<p>Multi-faith topics – RE/Collective Worship.</p> <p>Visitors – visits – Mosque/Synagogue</p> <p>Pupil cohort – multi-faiths</p> <p>The role that we can play so no one is discriminated against.</p>	<p>Look at how further multi-faith visitors can be invited into school.</p> <p>Liaise with SDBE links with other schools in London. Look at matching school with ours.</p>
<ul style="list-style-type: none"> <li>An understanding of the importance of identifying and combatting discrimination</li> </ul>	<p>Anti-bullying Charter Mark.</p> <p>Collective Worship themes</p> <p>ICT/E-Safety. NSPCC Awareness assemblies, SEAL – PSHE.</p> <p>Multi-racial community. Ethos/Signs around school.</p> <p>The rights of everyone to be unique, special and different and the importance of ensuring these rights are respected.</p>	<p>*Combatting – Reinforcing what to do if see/hear discriminatory actions – All year groups – EDI training.</p>