

British Values Coverage

British Value	How it is covered at Hermitage
<p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</p> <ul style="list-style-type: none"> • <i>Promote respect for individual differences</i> • <i>Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life</i> • <i>Challenge prejudicial or discriminatory behaviour</i> • <i>Organise visits to places of worship</i> • <i>Develop links with communities</i> • <i>Develop critical personal thinking skills</i> • <i>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</i> 	<ul style="list-style-type: none"> • Respect for each other is modelled by all staff towards the pupils and each other • Respect is discussed during daily reflection, assemblies, RE lessons and in everyday conversations with pupils • Respect is also covered in other areas of the curriculum as and when it come up • Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment • Respect is one of the main themes in the Primary’s Behaviour for learning focus • Cultural celebrations are discussed in class and in assemblies • Diversity and tolerance is discussed during Daily Reflection and assemblies • RE covers a wide range of religions and cultures, covering diversity and acceptance of others • Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. • Children’s behaviour around school demonstrates their good understanding of this value in action. • Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions. • Trips to local places of worship are organised. • Links with the local community include the local residents association. • Different types of family structure are discussed in PSHE • The local reverend takes assembly once a half term • Our Community Council works to develop links with the local community and support for those less fortunate • Respect for each other is modelled and encouraged from an early age through activities such as ‘Show and Tell’

British Value	How it is covered at Hermitage
<p>Democracy</p> <ul style="list-style-type: none"> • <i>Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services</i> • <i>Teach pupils how they can influence decision-making through the democratic process</i> • <i>Encourage pupils to become involved in decision-making processes and ensure they are listened to in school</i> • <i>Organise visits to the local council and Parliament</i> • <i>Hold 'mock elections' so pupils learn how to argue and defend points of view</i> • <i>Help pupils to express their views</i> • <i>Teach pupils how public services operate and how they are held to account</i> • <i>Model how perceived injustice can be peacefully challenged</i> 	<ul style="list-style-type: none"> • School Council reps are voted for by peers in years 2-6; • Head Boy and Head girl roles develop pupil leadership • Class roles are discussed with pupils who are given the option to apply for them • School council reps act as representatives for the class, discussing class issues with the Headteacher • 'Fairness' is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives • Student Council meet to discuss issues in school and have a 'voice' • Pupils can contribute to the running of the school through the school council. They are encouraged to give their views in the student council ideas and suggestions book • Pupil Voice is listened to through a bi-annual questionnaire • Year 6 attend a Junior Citizenship event • Pupils are taught that they have a voice and are listened to. They are actively encouraged to express their opinions • SLT learning walks include 'pupil voice' so that children's views on learning are taken into account. • Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions. • Activities during Discovery Days are chosen by the pupils themselves. As much learning as possible is child directed. • Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution • Debates in most subjects are actively encouraged

British Value	How it is covered at Hermitage
<p>Rule of Law</p> <ul style="list-style-type: none"> • <i>Ensure school rules and expectations are clear and fair</i> • <i>Help pupils to distinguish right from wrong</i> • <i>Help pupils to respect the law and the basis on which it is made</i> • <i>Help pupils to understand that living under the rule of law protects individuals</i> • <i>Include visits from the police in the curriculum</i> • <i>Teach pupils aspects law and discuss how this might differ from some religious laws</i> • <i>Develop restorative justice approaches to resolve conflicts</i> 	<ul style="list-style-type: none"> • Our School's Caring Code underpins all we do • Children are taught to abide by the school rules. These are put together with the pupils and they all agree to abide by them. • The home-school agreement is discussed with pupils and they agree to follow it. • Pupils discuss and create their own class rules which they abide by during the year • A rigorous rewards and sanctions policy known to the children and staff ensures that rules are abided by and children understand the consequences of not following these. • Internet safety rules are taught and discussed with pupils. • Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. • Year 6 visit the Fire brigade to learn about acceptable social behaviour and abiding by rules. • Peer mediator programme (to be introduced September 16)
British Value	How it is covered at Hermitage
<p>Individual Liberty</p> <ul style="list-style-type: none"> • <i>Support pupils to develop their self-knowledge, self-esteem and self-confidence</i> • <i>Encourage pupils to take responsibility for their behaviour, as well as knowing their rights</i> • <i>Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence</i> • <i>Challenge stereotypes</i> • <i>Implement a strong anti-bullying culture</i> 	<ul style="list-style-type: none"> • Daily reflection covers discussion about self-respect and self-worth in relation to the individual value so that children see that they are important in their own right. • Children are strongly encouraged to develop independence in learning and to think for themselves. • Pupils are encouraged to look after each other's wellbeing • Wellbeing Champions from each class, meet with Wellbeing Officer to learn wellbeing techniques to share with their peers • PSHE topics promote self-awareness and responsibility • Children are consulted on many aspects of school life and via the student council • Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour. • Steps and Success (behaviour guidelines) ensures that poor behaviour is dealt with

- *Follow the UNICEF rights respecting schools agenda*

quickly and effectively

- Children are invited to attend Parents' Evening to take ownership of their learning
- UNICEF rights respecting school agenda to be initiated September 16