



Promoting British Values Long Term Overview

At Abbotswood Junior School, we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. We will actively challenge pupils, parents/carers or staff who express opinions contrary to the fundamental British values. We link each of the key British Values that we teach to the United Nations Convention on the Rights of a Child (UNCRC).

British Value	Statement	Evidence	Impact
Democracy <i>UN Convention on the Rights of a Child (UN CRC) Article 12: 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.</i>	Our school ethos is based on the RRE (Rights Respecting Education) strategy. Our policies and ethos reflect the United Nations Convention on the Rights of the Child (UNCRC). All children contribute to drawing up their class charters which link closely to the UNCRC. We listen to both the voice of pupils and families. All children have the opportunity to be part of the School Council. Classes elect School Council representatives from their class to speak on their behalf in School Council meetings. Pupil voice is also heard through pupil surveys, Peer Mentors, School Councillors, Reading Ambassadors, Learning Mentors and House Captains. Pupils also take part in interviews for new staff and are part of the decision-making process.	• Conferencing and feedback from questionnaires and surveys • School Council minutes • Assembly rotas and circle times • Curriculum objectives and planning e.g. the legacy of the Ancient Greek culture	Children are able to work cooperatively in pairs, groups and as a whole class/year group. They know that they have a voice and that their views will be taken into account. Children understand the importance of making 'good choices' and of their right to be heard.
Individual Liberty and Learning Behaviours <i>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</i> <i>UN CRC Article 15: 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.</i>	We actively encourage the children to make good choices for themselves and others whilst knowing that they are in a safe and secure environment. Our learning values promote a range of positive learning behaviours: stickability, teamwork, aspiration, respect, stretch. With the support of visitors from outside organisations (such as the NSPCC, Fire Brigade, PCSOs), our pupils are taught how to keep themselves safe at all times, including when they are outside (eg. road safety), in the home (eg. fire safety, online, or using social media). The school community offers a wide range of clubs to encourage pupils to follow a range of interests.	• Learning behaviours are a focus in class and in planning • Learning and Teaching policies • Assembly rotas and circle times • E-safety and PSHE planning • Before and after school clubs • Abbotswood Values Launch in Year 3 Autumn 1 • Abbotswood Value Launch at the start of each half term.	Children are aware of what is right and are able to express their own opinions and beliefs. This leads to the development of self-knowledge, self-esteem and self-belief. They learn to self-regulate and aim high whilst knowing that they might not get things right the first time!
Mutual Respect <i>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</i> <i>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</i>	We have high expectations of pupil conduct which is reflected in our Behaviour Policy. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Children are taught to cooperate and collaborate, and to support each other. This leads to pupils developing a good understanding of mutual respect and of pupils who have different needs and/or abilities. Children know what bullying is and what to do if they are being bullied or are a 'bystander' to bullying. As well as supporting national initiatives such as 'Children in Need' and 'The Poppy Appeal', children volunteer to run fundraising activities for charities of their choice. Children experience mutual respect between different groups in society though many visitors to the school. The school celebrates different faiths and beliefs which are promoted through our Religious Education curriculum. This	• Planning for PSHE includes units on differences and similarities, and respect • Assembly rotas and circle times • Room 5 is available for all children to drop in at break times • Celebration of national events linked to respect; for example, Anti-bullying week and 'Odd Socks Day' • Positive behaviour policy • RE planning	Children can articulate why respect is important, how they show respect to others and the meaning of mutual respect. Incidents of bullying and racism are low.

	includes visitors from local churches and visits to places of worship.		
The rule of law <i>UN CRC Article 19: 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.</i>	We constantly reinforce our high expectations of the children. Pupils are taught the behaviour expectations of the school. They are taught the values and reasons behind these expectations and the responsibilities that this involves. This is reinforced through rewards for individual children and whole classes. Children are taught the reason and value behind the laws in this country, how they protect us and what happens when they are broken. We invite outside organisations such as the NSPCC, Fire Brigade and PCSOs to talk to the children about how to keep themselves safe at home and in the community.	• Planning for PSHE includes units on the Rule of Law, responding to risky or negative behaviour, safe relationships, and keeping safe. • E-safety learning is undertaken in all year groups • Local organisation visits • Assembly rotas and circle times	Behaviour is good. Children are able to articulate how and why we need to behave in school. They show responsibility for their own behaviour choices and recognise the importance of supporting one another to achieve this.
Tolerance of those with different faiths and religions <i>UN CRC Article 14: 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.</i>	We aim to enhance children's understanding of different faiths and beliefs by raising awareness of a range of celebrations throughout the year. We promote diversity through celebrations of different faiths and cultures. Religious education learning and PSHE activities have specific learning activities which reinforce messages of tolerance and respect for others. Children also learn about places of worship from various faiths. At the start of each year, children take part in creating a 'Belonging' display that enables all children to celebrate their communities outside of school. This allows children to develop their understanding of the different faiths and groups their peers may be part of.	• Planning for PSHE includes units on respecting others and belonging to a community. • Planning for RE includes studying concepts across different religions to see similarities and differences. • All RE units involve children reflecting on how the concept being studied relates to their own life • Assembly, circle times and visitor rotas	Children are able to talk about the different faiths and cultures they learn about, showing tolerance and respect. They know that being 'different' is a positive, not a negative!