

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	<p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum.</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.</p>	<p>Records of PSHE Sessions / Collective Worship.</p> <p>RE curriculum, planning and books.</p> <p>Learning Walks for behaviour and School Values</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>Children’s behaviour demonstrates their good understanding of this value in action.</p> <p>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.</p>
Democracy	<p>The children at Brindley Heath see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a value that children meet when discussing respect and fairness.</p>	<p>The establishment of a new School Council each year models the democratic process.</p> <p>Whole school election at time of General Election for choice of Educational Workshop</p> <p>Y5 topic during Summer term based on Democracy.</p> <p>RE planning and work books.</p> <p>Learning Walks for behaviour and School Values</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>Children are able to use the language of respect and the importance of living in a democratic society.</p>
Rule of Law	<p>The children at Brindley Heath are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles.</p> <p>Children are used to debating and discussing laws/rules and their application. Children are familiar with the local Police and Fire Service who visit to talk to them informally.</p>	<p>Class Rules</p> <p>School Rules/Learning Behaviours</p> <p>School Values</p> <p>Year 5 topic based upon the role of law and parliament</p> <p>School Council meetings</p> <p>Collective Worship.</p> <p>RE planning and books.</p> <p>Learning Walks for behaviour</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.</p> <p>They are able to discuss and debate philosophical issues in relation to these.</p> <p>Children understand what is right and what is wrong.</p>

<p>Individual Liberty</p>	<p>Our Values based discussions and acts of worship begin with discussion about the self, e.g. self –respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices and to respect the decisions and choices of others.</p>	<p>Children are able to show independence in learning and to think for themselves. Children articulate their thoughts and feelings clearly.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>
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