
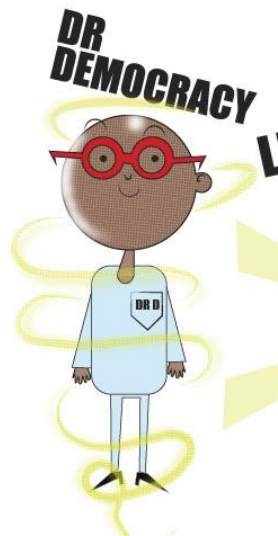


British Values at Beddington Infants'

British Value	What do we do?	Impact
<p>Mutual respect and tolerance of those with different faiths and beliefs</p>  <p>THE TOLERANCE CRUSADER</p>	<ul style="list-style-type: none"> • Celebrate birthdays • celebrations of different cultural events and awareness of religious festivals • RE topics:- <ul style="list-style-type: none"> – Islam – Christianity – Sikhism – Judaism • We experience different cultures within RE and the school • In topics think about lives of others • We consider how to resolve differences • We value all of the ideas, thoughts and opinions of all class members • We help each other • We treat each other as we wish to be treated ourselves. • When we visited the mosque and the church, we treated property with respect. • We value the opinions of children who have different religious faiths – it helps us to learn about them from first hand experience. • Learning together sessions to support families to understand the provision, 	<ul style="list-style-type: none"> • Develops our understanding that everybody is unique • Reflection time for children about their day • Showing the individual the importance of their birthday • Child respects views of all • Understanding other religions and treating them with respect. • Have a respect for how others live. • When there are differences know how to successfully resolve them. • Children develop a sense of respect for one another and property within school and the wider community. • Children understand that there are other cultures and faiths within our community.

Democracy



- We plan together
- School Council
- We vote for School Council
- We pick teams, captains etc in PE
- We discuss expectations and rules by taking everyone's opinions and thoughts into accounts.
- We value all of the thoughts and opinions of all members of the class.
- We can work as a team during free flow activities and in PE
- We take turns during playground games.


- Showing children a fair way of making group decisions
- Peer evaluation in overall behaviours and attitudes to learning
- School Council to contribute to school life.
- Choose areas they wish to study.
- Learning together.
- Children understand that their voice is valued and their vote counts. They understand that the consensus of the class/group is important when making decisions.

Rule of law



- Reinforcing classroom rules, the act of right and wrong and showing children the consequences of their actions
- Talking about good and bad behaviour
- Class rules
- Behaviour Book
- School rules and behaviour book
- Understanding of expectation during free flow and self-management needed to learn effectively.

- Children have an understanding of right and wrong
- Awareness of the variety of roles of people who help us in our society
- Understanding why we don't do certain things
- Child respects the laws of authority

	<ul style="list-style-type: none"> • Have a behaviour policy and logs. • Our Behaviour Book • We understand if we do not make the right decisions will have to face the consequences. • If we see someone making the 'wrong' choice we tell an adult. • We understand road safety when we cross the road on school trips into the community 	<ul style="list-style-type: none"> • Following school rules keeping behaviour logs. • Children are aware that we have rules and laws. They understand they are there for their protection.
<p>Individual liberty</p> 	<ul style="list-style-type: none"> • Promote respect towards all children • Intrinsic motivation • Eco warriors • Choose to do after school clubs. • Opportunity to select certain areas to research. • We choose, for ourselves, which Friday clubs or after School Clubs we attend • We know what is right and wrong (and choose the best one in order to stay safe). • We encourage children to express their opinions productively 	<ul style="list-style-type: none"> • Children are aware of the feelings of others • Child values self and place in society • Freedom of choice. • Own representatives on council and in playground. • Further develop own areas of interest. • Freedom to develop own lines of enquiry. • Children feel comfortable in making choices about their education