



British Values Statement

At Fulbourn Primary School, we take our responsibility to prepare children for life in modern Britain very seriously and take every opportunity to promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

We ensure that the fundamental British values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts. Our cross curricular approach provides excellent opportunities to deepen and develop understanding developing the spiritual, moral, social and cultural education of our children.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

We value the voice of the child and promote democratic processes such as our pupil voice committees, whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.

Children are given responsibility to lead other children in games and activities so that they are fully involved in all aspects of school life. For instance, our older children are play leaders, peer mediators and Ambassadors and help to promote our core values. We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour.

Fundamental British Values

Democracy

Statement	Evidence	Impact
The children at Fulbourn primary school see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.	<p>The establishment of three Pupil voice committees each year models the democratic process.</p> <p>Learning Walks for behaviour and behaviour for learning.</p> <p>Enrichment visits to places of British historical significance and democratic significance such as the Houses of Parliament and meeting the local MP.</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 in school are able to use the language of respect.</p> <p>The children understand the democratic election processes.</p>

	<p>Pupils are taught how to debate and explain their point of view.</p> <p>Pupils study the features of persuasive writing and discussion to help structure their arguments.</p>	
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Rule of Law

Statement	Evidence	Impact
<p>The children at Fulbourn primary school are familiar with this concept through our application or our 'Explorer's Code' and class rules. The community agree to uphold our 'explorer's code' and the children understand the need for rules to support safe, cohesive communities.</p> <p>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.</p>	<p>We are a UNICEF Bronze Rights Respecting School, and all children are aware of their rights and responsibilities.</p> <p>Class Rules School Rules/Learning Behaviours</p> <p>School Values – Our 4Cs</p> <p>Lessons on the role of law and Pupil Voice meetings</p> <p>Collective Worship</p> <p>RE planning and learning</p> <p>Learning Walks for behaviour and behaviour for learning</p> <p>Pupils contribute by helping run school systems such as Playleaders and Ambassadors.</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by our agreed code.</p> <p>Children all know that they have a right but that with a right comes a responsibility.</p> <p>They are able to discuss and debate philosophical issues in our Religious education and worldviews lessons.</p>

Individual Liberty

Statement	Evidence	Impact
<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</p>	<p>Children are able to show independence in learning and to think for themselves.</p> <p>Children are taught to recognise the difference between</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school.</p> <p>They are consulted on many aspects of school life and</p>

<p>philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence-based views.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>assertive and aggressive behaviours.</p> <p>Through our behaviour system, the children recognise that their beliefs and behaviours are a choice with consequences.</p> <p>‘Know Yourself, Grow Yourself’ (PSHE) planning and learning have evidence of topics such as ‘how to manage peer pressure’.</p>	<p>demonstrate independence of thought and action.</p>
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Mutual Respect and the Tolerance of those with different Faiths and Beliefs

Statement	Evidence	Impact
<p>Respect is fundamental in our school, and we pay explicit attention to this as part of our oracy, RE, PHSE, and SMSC curriculums.</p> <p>Respect links to our 4C – Compassion, 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>Collective Worship</p> <p>RE curriculum, RE planning and children’s work</p> <p>PSHE planning and outcomes in children’s books</p> <p>Learning Walks for behaviour and behaviour for learning</p> <p>Displays that promote aspects of the SMSC curriculum</p> <p>Enrichment visits and residential visits</p> <p>Topic work, such as the ‘Into the Deep’ topic in lower school and ‘Disaster Strikes’ in upper school</p> <p>Adults model respectful behaviour with the children and with each other.</p>	<p>Children can articulate their understanding of respect and 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 respect 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 and for those with no faith.</p>