



Silver Quality Mark 2014/15



NORTH KIDLINGTON SCHOOL BRITISH VALUES STATEMENT



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 curriculum and SMSC Policy.</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>Collective Worship. Assemblies. Celebration of different religious festivals (E.g- Diwali/Chinese New Year) PSHCE/SEAL planning. RE planning and related work. Topic planning and related work. Learning Walks. Behaviour Records. School Values statement. SMSC Policy.</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. 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 see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.</p> <p>Democracy is a school value that children meet when discussing respect and fairness.</p> <p>Children are voted in to responsible roles within the school such as school councillor and Play time Pal.</p>	<p>School Council minutes and records. Assemblies. Collective Worship. PSHCE/SEAL planning. RE planning and related work. Learning Walks. Behaviour records. School Values statement. Class monitor roles.</p>	<p>Children are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children in KS2 in particular are able to use the language of respect, e.g. I agree with/ I don't agree with...' through their philosophy training.</p>
Rule Of Law	<p>The children are familiar with this through our philosophy that infuses the entire work of the school. They are familiar with the concept through RE lesson, SEAL and PSHE lessons, and 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 key figures/people in society who hold a position of authority and are responsible for maintaining law and order.</p>	<p>Class/School Code of Conduct School Values. PSHE/Citizenship lessons. School Council minutes and records. RE planning and learning Walks for behaviour and behaviour for learning. School Values statement.</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. They are able to discuss and debate philosophical issues in relation to these.</p>
Individual Liberty	<p>School 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 views. Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>Playground behaviour. PSHCE/SEAL planning. RE planning and related work. Pupil Voice. School Council.</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>



NORTH KIDLINGTON SCHOOL BRITISH VALUES STATEMENT



Silver Quality Mark 2016/17

British Value	Statement	Evidence	Impact
<p>Respect For Self And Others</p>	<p>Assemblies often have a focus on respect periodically throughout the year and the use of the SEAL programme and PSHE work helps to develop this further.</p> <p>Where needed, groups of children are able to access additional intervention support to improve their self-esteem, self-respect and understanding of respect for others.</p> <p>Each year through assemblies and the curriculum we teach respect for others who have given their lives for our freedom eg: remembrance day.</p>	<p>Assemblies PSHE/SEAL Planning Intervention groups Individual behaviour records and positive reward charts Support for charities and regular events such as “Children in Need”, Macmillan coffee mornings, Comic and sport relief. Sharing of harvest produce in our community. Remembrance day silence</p>	<p>Children understand their basic human rights and the importance of accepting responsibility for their actions.</p> <p>They are consulted over issues within school and can demonstrate self-respect through independence of thought and action.</p>
<p>Community Cohesion</p>	<p>The children at North Kidlington school work and play in a very cohesive community where they show great understanding of diversity and welcome new people into the school and collaborate with each other to maintain a harmonious environment. Assemblies, RE and PSHCE planning and its delivery help children to challenge stereo-types and to challenge prejudice or non-acceptance.</p> <p>The sharing and discussion of Current Affairs and Media stories help children to understand that there is a community beyond the school grounds that they are part of. Many children volunteer to conduct a variety of fund raising activities, either in school or at home, showing that they are aware of their local, national and international community.</p>	<p>Inclusive School Ethos. Harmonious independent playground environment. Assemblies. RE/PSHE/SEAL Planning. Intervention groups. Individual behaviour records and positive reward charts. Support for charities and regular events such as “Children in Need”, Macmillan coffee mornings, Comic and Sports Relief. Sharing of harvest produce in our community. Remembrance day silence Child initiated fund raising events.</p>	<p>Children cooperate well with each other both in class and during independent times of the day (Break/Lunch Time). The school does not exclude any child from participating in school life as fully as they can.</p> <p>Children show great concern for events that are happening on a local, national and international scale.</p> <p>Child-initiated fund raising is evident.</p> <p>Children have a raised awareness of global issues and are given the opportunity to discuss them and any related worries without the fear of incrimination.</p> <p>Children are very considerate and caring to other children regardless of academic/physical ability or cultural heritage.</p>