



Tyndale Primary School; Promoting British Values Statement

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools 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.” At Tyndale Primary School these values are reinforced regularly and in the following ways:

Democracy:

Democracy is promoted within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of School Council representatives and head boy and girl are based solely on pupil votes.

Each teacher has different ways in which the pupils make their voices heard in their classroom e.g. through Circle Time, discussions and decisions over classroom rules.

The Rule of Law:

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days and through school assemblies. The children are taught right from wrong. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Road Safety Officers etc. are parts of our calendar and help reinforce this message. There is a clear Code of Conduct through our Magnificent Seven for all pupils which is on display in every area of the school.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. 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. All classes work towards incentives such as dojos, gold coins and ‘End of Term Reward’ where their choices affect outcomes for themselves personally. We also try to give ownership of learning to the children and promote a personal investigative approach. At break and lunch times the children are allowed to use the outside spaces according to their personal choices. Our shared values in the school promote both staff and children as good role models and we take opportunities to challenge stereotypes whenever the opportunity arises. Opportunities are also taken to explore that with individual liberty and freedom comes responsibilities to the local community and the wider world.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around **Magnificent Seven** values such as ‘Respectful’, and pupils have been part of discussions and assemblies related to what this means and how it is shown.

Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our Behaviour Policy. We have developed a 'Behaviour' Policy which supports teachers and adults in school to treat every child fairly. We support events such as Anti Bullying Week'. We promote respect through Circle Time and PHSE and provide opportunities for children to learn to respect others through our curriculum e.g. visits from people from other cultures and traditions. We support charities where they promote respect and tolerance e.g. Children in Need.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

How We Teach British Values At Tyndale

British Values & PHSE

British Values are taught within every class and are supported through PHSE following the Jigsaw Approach.

The weekly celebration is the same for each year group – these are designed to draw out a key theme from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable.

Whole School:

Autumn 1 – Being Me in My World

Autumn 2 – Celebrating Difference (including anti-bullying)

Spring 1 – Dreams & Goals

Spring 2 – Healthy Me

Summer 1 – Relationships

Summer 2 – Changing Me (including sex education.)

Jigsaw is a comprehensive and completely original PSHE Education programme for the whole primary school from Reception through to Year 6 (ages 4-11).

Jigsaw has two aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes. It also brings in the British Values of: Respect, Democracy, Tolerance, Rule of Law & Liberty

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global

community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	Being Me in My World	Everyone's right to learn. School Community. Caring about others. Rule of Law Mutual Respect	Accept that everybody is different. Including others Tolerance	Facing challenges. Working well with others. Allowing others to have an opinion. Mutual respect Democracy	Making a healthy choice. Keeping Safe. Being a good friend. Tolerance Individual Liberty	Making friends. Solving friendship problems. Mutual respect Tolerance	Understand that everyone is unique and special. Respect changes. Individual Liberty
Y1&2		Understanding rights & responsibilities for being a member of our class. Rule of Law Democracy	Stereotypes Bullying Right and wrong. Tolerance Rule of Law Individual Liberty	Perseverance Working as a group Mutual Respect	Feeling relaxed and stressed. Using medicines. Eating the correct food. Tolerance	Friends & conflict. Secrets Families Mutual Respect	Safeguarding. From young to old. Mutual respect Individual Liberty
Y3		How the rule of law relates to rights and responsibilities. Rule of Law	Differences & conflicts. Dealing with bullying Mutual Respect	Facing challenges. Staying motivated and enthusiastic Individual Liberty	Keeping Safe. Individual Liberty	Friendships needs and rights shared by children around the world. Tolerance Democracy	Changing bodies. Stereotypical ideas. Tolerance Mutual Respect
Y4&5		How the school community relates to rights & responsibilities. Rule of Law Democracy	Solving bullying situations Tolerance Mutual respect	Dream jobs and careers Rallying support Rule of Law Individual liberty	Friendship groups. Changing the dynamics between groups. Peer pressure (drugs, alcohol.) Individual liberty Rule of Law	Love Explaining different points of view. Tolerance Democracy	Changes within the body. Circle of change Individual Liberty

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5&6	Being Me in My World	Rights & responsibilities of a British Citizen and a member of the school. Democracy Rule of Law	Being aware of different disabilities and showing understanding. Tolerance Mutual Respect	Helping make a difference. Democracy Individual Liberty	Impact of drugs, different foods etc. Attitudes towards mental illness. Safety Tolerance Mutual Respect	Grief Power and control and identifying when it is being taken away (including use of IT.) Rule of Law Democracy Individual Liberty	Sex Education. Puberty Mutual Respect

Impact

At the end of KS2, pupils have been nurtured in the development of the whole child. Children have an understanding of democratic society, can voice their opinions with confidence, understand right from wrong and have mutual respect for all.

Children grow in self-esteem, understand others, learn how to be a friend and to be a vital part of the whole school community.

Every child develops their full potential morally, spiritually, culturally, intellectually and physically, and in doing so grows into a rounded individual capable of making a positive contribution to society and the environment in which they are to live.