

Preparing Children for Life in Modern Britain

At Riverside Primary School we take seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Curriculum areas provide a vehicle for furthering understanding and lessons give opportunities to deepen and develop understanding. Children embrace our values with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school ensures that children have exposure to experiences beyond their local community through for example, sporting events and a range of day and residential visits.

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 / assemblies.</p> <p>RE curriculum RE planning and workbooks.</p> <p>Learning Walks for behaviour and behaviour for learning</p> <p>LA inspection feedback 'learning behaviour is outstanding'</p> <p>Eco-schools Green Flag 3</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 understand that people hold different beliefs.</p>
Democracy	<p>The children at Riverside see democracy around school 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>The establishment of a new School Council each year models the democratic process.</p> <p>RE planning and work books.</p> <p>Learning Walks for behaviour and behaviour for learning</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.</p>
Rule of Law	<p>The children at Riverside 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 the idea that</p>	<p>Class Rules School Rules/Learning Behaviours School Values</p> <p>PSHE/Citizenship lessons , School Council meetings, assemblies</p> <p>RE planning and work books.</p> <p>Learning Walks for behaviour and</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>Individual and class rewards and sanctions are based around our school</p>

**Individual
Liberty**

different religions have guiding principles.

Children are used to discussing laws/rules and their application.

Children are familiar with the local police who visit to talk to them informally.

Our Values based include 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.

Children are strongly encouraged to develop independence in learning and to think for themselves.

behaviour for learning

Links through pro-bono 'streetlaw' work

Children are able to show independence in learning and to think for themselves.

rules which are displayed throughout the school

They are able to discuss and debate philosophical issues in relation to these.

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