

## Fundamental British Values and Balfour Values.

Below we have set out how we have embedded FBV at Balfour Primary both within our ethos and school values and our curriculum content.

### Democracy

Provision	Impact	Evidence
Children at Balfour experience the concept and process of democracy in a variety of ways and understand that this is an essential component of effective and successful team working.	<p>Children are able to work collaboratively with their talk partners and in groups as well as working in whole class situations.</p> <p>Children understand about turn taking and listening to and respecting the views and ideas of others.</p> <p>Children in the school can talk about our school values.</p>	<p>The establishment of the Pupil Parliament, Play Leaders and Year 6 prefects each year models the democratic process.</p> <p>Learning walks and lesson visits to monitor behaviour and behaviour for learning</p>

### Rule of Law

Provision	Impact	Evidence
<p>Children at Balfour understand the importance of rules and how these apply to school and wider society.</p> <p>The children's understanding of their rights has been developed through the PSHE and Social Responsibility curriculum/Climate Change Curriculum.</p> <p>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 and Fire Service help reinforce this message.</p> <p>Children are provided with opportunities to debate and discuss laws/rules and their application.</p>	<p>Children are able to explain how and why we need to behave in school and demonstrate that they understand and can respect these.</p> <p>Children know that they have rights but that with these there are responsibilities to respect the rights of others.</p> <p>Children are able to discuss and debate philosophical issues in relation to these and can discuss issues such as social justice, fairness and sustainability</p>	<p>Positive Behaviour Plan, Growth Learning Climate posters displayed in every classroom with personalised behaviour focus linked to our school values.</p> <p>PSHCE and Social responsibility curriculums.</p> <p>Pupil Parliament projects (agendas and minutes) linked to school improvement.</p> <p>RE/PSHCE planning and work scrutinies.</p> <p>Learning walks and lesson visits to monitor behaviour and behaviour for learning</p>

### Individual Liberty

Provision	Impact	Evidence
Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.	Children are able to show independence in learning and to think for themselves.	<p>Learning walks/visits.</p> <p>Pupil conferencing.</p>

<p>As a school, we educate and provide boundaries for pupils to make choices safely, through provision of a safe environment and empowering education.</p> <p>Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHCE lessons.</p> <p>Whether this is through choice of learning challenge, what particular interests the children have or deciding the direction of learning in our creative curriculum, children are able to express their views.</p> <p>Children can also participate in the range of extra-curricular clubs and opportunities, pupils are given the freedom to make choices.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be listened to, and heard at school.</p> <p>Children understand that they can influence change. They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>	<p>Pupil surveys.</p> <p>Pupil Parliament- projects (agendas and minutes)</p> <p>OPAL initiative</p> <p>Pupil-led clubs in KS2</p>
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### Mutual Respect and the Tolerance of those with different Faiths and Beliefs.

Provision	Impact	Evidence
<p>Respect is a fundamental school value that underpins the ethos at Balfour.</p> <p>We value the ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country. We have looked at our community profile as a school to ensure that we are as inclusive as possible.</p> <p>Everything we do is based on respecting each other and acknowledging and celebrating our similarities and differences. We pay particular attention to this as part of our RE, PSHCE, Social Responsibility/Climate Change Curriculum, SMSC and RSE curriculum.</p>	<p>Children understand that respect is a school value and why it is important; how they show respect to others and how they feel about themselves.</p> <p>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>	<p>Class RE curriculum books and displays. PSHCE displays/books, planning and books.</p> <p>Assemblies each week deliver a range of learning including current affairs, circle time, relationships etc.</p> <p>Whole School Community and Year Group profiles.</p> <p>Learning Walks, Lesson Visits to quality assure behaviour for learning and evidence of our school values.</p>

<p>Children learn that their behaviours have an effect on their own rights and those of others through the PSHE, RE and Social Responsibility/Climate Change curriculums.</p> <p>All members of the school community treat each other with respect.</p> <p>Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this.</p> <p>Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.</p> <p>Children visit places of worship that are important to different faiths.</p>		
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