



Value	Evidence
<p><b>Democracy</b></p>	<p>Mission Statement</p> <p>Children, parents, and staff have many opportunities for their voices to be heard at Leaffield Primary School. Democracy is central to how we operate.</p> <p>An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own agenda and can effect change within the school; in the past, the School Council has hosted fundraising activities and helped to provide equipment for our school grounds as selected by the children. The Council are actively involved in providing teachers with feedback.</p> <p>Another example of ‘pupil voice’ is children are asked to verbally respond and reflect on the teaching and learning they receive as well as make suggestions for the School Council to consider.</p> <p>Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated daily by our pupils.</p> <p>Parents’ opinions are welcomed at Leaffield Primary through methods such as questionnaires, surveys at parents’ evenings and opportunities to comment on whole school matters e.g. After School Provision and Breakfast Club.</p>
<p><b>The Rule of Law</b></p>	<p>Mission Statement/ School aims</p> <p>Behaviour Policy</p> <p>Playleaders</p> <p>Curriculum links e.g., Crime and Punishment</p> <p>The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member can learn in a safe and ordered environment. These House Point System throughout the school.</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. These values are reinforced in different ways:</p> <ul style="list-style-type: none"> <li>• Visits from authorities such as the police and fire service</li> </ul>

## PROMOTING BRITISH VALUES

	<ul style="list-style-type: none"> <li>• Cycling Proficiency lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules.</li> <li>• During Religious Education, when rules for faiths are thought about.</li> <li>• During other school subjects, where there is respect and appreciation for different rules.</li> <li>• Y6 trip to Junior Citizen – dealing with Emergency Services.</li> <li>• All school trips where must understand the rules of the visit.</li> </ul>
<p><b>Individual Liberty</b></p>	<p>Mission Statement/School aims</p> <p>Behaviour policy</p> <p>P.S.H.E policy</p> <p>Displays of children’s activities</p> <p>Children’s key roles and responsibilities (Library monitors, Playleaders)</p> <p>Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example: choices about how they can improve their learning, and choices around the participation in extra-curricular activities.</p> <p>Our pupils are encouraged to know, understand, and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE JIGSAW lessons. We use the JIGSAW resource across the whole school which also links to assemblies. Collective worship is used to both explore and support the school’s values. By teaching the children how to manage and understand emotions they will be motivated and equipped to:</p> <ul style="list-style-type: none"> <li>• Be effective and successful learners.</li> <li>• Make and sustain friendships.</li> <li>• Deal with and resolve conflict evenly and fairly.</li> <li>• Solve problems with others by themselves.</li> <li>• Manage strong feelings such as frustration, anger, or anxiety.</li> <li>• Be able to promote calm and optimistic states that promote the achievement of goals.</li> <li>• Recover from setbacks and persist in the face of difficulties.</li> <li>• Work and play cooperatively.</li> <li>• Compete fairly and win or lose with dignity and respect for all competitors.</li> <li>• Recognise and stand up for their rights and the rights of others.</li> <li>• Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own.</li> <li>• To respect and value our world, and the things, both material and alive that exist within it.</li> </ul>
<p><b>Mutual respect</b></p>	<p>Mission Statement/School aims</p> <p>Behaviour policy</p> <p>P.S.H.E policy</p>



	<p>Display of children’s activities</p> <p>House Points display</p> <p>We have high expectations of achievement and behaviour. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them. We listen and respect each other.</p> <p>We teach the children that conflict will be dealt with calmly and fairly. All members of the school family are valued equally. We celebrate lunch time behaviour and taking care of our school environment through supporting adults to tidy the school.</p> <p>We celebrate each other’s achievements whether that be in or out of school through our weekly Awards Assemblies – Smile Awards, Golden Leaner and Outstanding Presentation Awards.</p> <p>Every term the Governor’s award the Governor’s Cup to one child in each class – this is presented in assembly where the teachers read a speech about their achievements.</p> <p>Teachers plan exciting, interesting, challenging, and innovative lessons where everybody is expected to do their best and respect others.</p> <p>When our older children are given key roles and responsibilities to work alongside younger children this helps to promote mutual respect across the age phases. E.g., Reading buddies, Playground Leaders, Hall Monitors, and walking the younger children safely to the church.</p>
<p><b>Tolerance for those of different faiths and beliefs</b></p>	<p>Mission Statement /school aims</p> <p>P.S.H.E policy</p> <p>R.E. policy</p> <p>Worship records</p> <p>Alternative faith work as part of the R.E curriculum coverage</p> <p>Leaffield Primary are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness, and mutual respect are at the heart of our aims, ethos, and R.E curriculum.</p> <p>Our central aim to 'Prepare children for the life beyond Leaffield' drives us towards ensuring that our pupils can live and work alongside people from all backgrounds and cultures.</p> <p>Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices influence their own rights and those of others. All members of the school community are encouraged to treat each other with respect.</p> <p>Specific examples of how we at Leaffield Primary enhance pupils’ understanding and respect for different faiths and beliefs are:</p>



Through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world.

Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.

Our reading Spine has been carefully constructed to ensure books from other cultures are being shared across the school.

Children are encouraged to share their own experiences when celebrating their own faith. Daily worship reflects and teaches the children tolerance for different faiths and beliefs.