



Tang Hall Primary School: British Values – Evidence and Impact

At Tang Hall, we are dedicated to doing all we can to prepare our pupils for life in modern Britain. We enable our children to become independent, reflective and creative learners who are able to positively face challenges set before them. This ethos is interwoven and embedded throughout the life of our school.

We celebrate and explore British Values throughout our creative and connected curriculum; in addition to this, we ensure that British Values are introduced, explored discussed and lived-out through our ethos and work of the school. All curriculum areas provide further understanding of these concepts and in particular our RE, PSHE, and citizenship lessons provide excellent opportunities to deepen and develop understanding and to make sense of them personally. Our children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

We encourage our pupils to explore their role in the wider world at every opportunity. We are keen participants in local sporting events, competitions and enjoy residential visits to outdoor centres. We welcome visiting speakers from all faiths and groups, as well as those from the emergency services, and other community groups. Additionally, we endeavour to provide our pupils with many opportunities to go on meaningful trips, locally and further afield. These trips support our pupils' learning and develop their experience of different cultures and the world around them. We take a very active role in supporting local and national charities through fundraising events which the children themselves take a central role in planning, organising and running.

At Tang Hall Primary School, we endeavor to help our pupils become the very best they can be - people who make a positive impact on society and the world around us.

British Value	Statement	Evidence	Impact
Respect	Respect is a key value at Tang Hall. We encourage children to value other people's views, beliefs and opinions as being equal to their own. This is a key facet to our RE, PSHE and SMSC learning generally. Our pupils are helped to develop self-respect through achievable target setting and meaningful rewards.	Promoted by staff through school values Learning challenge planning. Class and corridor learning walls. RE planning and lessons. Assemblies Sports teams and clubs. Remembrance and veteran activities. Behaviour for learning trackers. CPOMS monitoring Learning walks and observations.	Children can articulate why respect is important, in a range of different contexts. Children model respect in real life situations and are able to use drama to demonstrate how things should have happened, if things have gone wrong. The behavior of our children demonstrates their good understanding of this value in action. Children are able to engage sensitively with different cultures, for instance during assemblies, in RE lessons and on visits. Children are able to talk about different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions

<p>Tolerance</p>	<p>We encourage pupils to celebrate the differences between people as a source of new perspective and strength. We promote unity through identifying where and how people have things in common. A key facet to our Core Learning Skills focus is how to work in teams, understanding and appreciating the differences inherent to them. Our pupils learn to celebrate difference.</p>	<p>Core Learning Skills planning. Class and corridor learning walls. British Values lessons and outcomes. RE planning and lessons. Assemblies Sports teams and clubs. Year 5 residential Learning walks and observations. Visits to school of those with different faiths / beliefs.</p>	<p>Children are able to learn together in groups, even when not made up of close friends.</p> <p>Pupils are able to articulate the good points of other people and are able to explain strategies to successfully co-operate with those they feel most different to.</p>
<p>Rule of Law</p>	<p>We have a very clear and consistent Behaviour for Learning policy. Pupils explore, understand and agree our Pyramid expectations and consequences. Children are used to debating and discussing rules and their applications, (where and when appropriate) and take an active role in identifying appropriate rewards.</p>	<p>Learning challenge planning. Class and corridor learning walls. British Values lessons and outcomes. Assemblies Sports teams and clubs. Behaviour For Learning Logs and CPOMS records. Learning walks and observations. Pupil Reward Points. (Dojos) Leading learners rewards Evergreen rewards</p>	<p>Children can articulate the value of rules within school and without.</p> <p>Children demonstrate understanding by consistently following school behaviour expectations in a range of contexts.</p> <p>Individual and class rewards and sanctions are based around our school rules which are displayed throughout the school</p> <p>Children have an increasing understanding of how laws are made, who makes them and for what purpose.</p> <p>Children are able to debate points from both sides before coming up with their own position.</p>
<p>Liberty</p>	<p>At Tang Hall, we believe that each and every child is important and has much to offer to our school. Being a small school, we are able to know each family well and develop positive relationships which are invaluable in supporting teaching and learning. Each child is encouraged to think for themselves and develop independence in their learning.</p>	<p>Behaviour system – Making their own choices Learning challenge planning. Class and corridor learning walls. British Values lessons and outcomes. Assemblies Sports teams and clubs. Harvest collections for Salvation Army; Comic Relief and Children in Need fundraising.</p>	<p>Children can articulate their rights (set out in the U.N. Charter of Children’s Rights).</p> <p>Children can explain the value of actions in relation to how they affect others’ rights.</p> <p>Children show an appreciation of the importance of equality through team activities and group projects.</p> <p>Children understand about the importance of</p>

	We believe that freedoms are attached to responsibilities. We explore the meaning of equality and fairness in a range of contexts	Learning walks and observations.	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
Democracy	Pupils have opportunities to engage in elections at various points throughout the year. Children elect School Council representatives from each class, as well as standing to be Head Girl and Boy and other group leaders. Our pupils see democracy as a key way to work in a team and achieve success.	School council minutes and records Learning challenge planning. Class and corridor learning walls. British Values lessons and outcomes. Assemblies Sports teams and clubs. Learning walks and observations.	Our children feel their voice is valued in our school. Children actively engage with voting opportunities, understanding its importance and worth. Children can work very effectively co-operating in pairs or in groups where turn taking and/or specific roles are assigned. Children understand the value of letting others have a say – for example embracing the policy of ‘lolly sticks’ to select speakers during class discussions.