



The Coppice Primary and Nursery School

British Values



What are 'fundamental British values'?

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs, and for those without faith.

Promoting British Values in Schools

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Through provision of Spiritual, Moral, Social and Cultural education (SMSC), schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

At The Coppice, we develop, promote and demonstrate British Values and create an inclusive community through our ethos, curriculum and wider provision. Key behaviour and learning values (Responsibility, Respect, Empathy, Ambition, Resilience, Curiosity and Knowledge) are embedded in the school ethos, curriculum and wider provision.



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British Value	Ethos/Wider provision	Curriculum – Examples of how the value is developed and promoted	
Democracy We all have a say.	School Council and Eco-Council elected by the whole school. The process includes: selecting candidates, presenting manifestos, speaking to the school and a full election process. A pupil elected School Council and Eco Council promotes an ethos that pupils within the school have a voice that is listened to – a model to demonstrate how democracy works. Pupil voice interviews are also conducted throughout the year and curriculum/provision is then adapted/amended based on pupil feedback. The above opportunities and two-way communication between pupils and staff complement the concept of democracy. This is embedded across the school through provision, opportunities and ethos.	EYFS	Circle Time. Modelling and supporting the development of communication. Providing safe and friendly environments to encourage interaction and communication. Collaborative projects. Topics provide planned opportunities for all children to have a say and share their thoughts. PSHE – See Overview. RE – See Overview.
		KS1	PSHE – See Overview RE – See Overview. History – democracy is a knowledge category that features in all applicable units of work.
		KS2	History – Rise of fascism (WWII), Origins of Democracy (Ancient Greece), Votes for Women (Inequalities throughout History). Democracy is a knowledge category that features in all applicable units of work. Geography – Pupils have the opportunity to debate environmental issues and consider both sides of an argument. PSHE – See Overview RE – See Overview. English – opportunities for balanced debates and writing discussion texts.
The Rule of Law We respect the rules in school and the laws in society.	This British value is consistently reinforced through our behaviour policy, Star of the week award, individual subject trophy awards, Learning Zones in every classroom and assemblies. The direct teaching of 'The Coppice Way' expectations and subsequent discussions of the reasons for them helps children to understand the reasons behind rules and the consequences if rules are broken.	EYFS	Forest School – Pupils develop an understanding of the rules and the necessity to follow to keep safe, Learning Areas – Pupils develop an understanding of the rules associated with the different areas of learning and the reasons why those rules must be followed. OPAL Play Areas - Pupils develop an understanding of the rules associated with the different areas of learning and the reasons why those rules must be followed. PSHE – See Overview. RE – See Overview.



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	Responsibility for following our school expectations and having opportunity to reflect on the reasons for them, complements the concept of rule of law. This is then further embedded across the school through provision, curriculum opportunities and ethos.	KS1	PSHE – See Overview. RE – See Overview. PE – Pupils are taught the rules of various sports and understand the importance of following them and the positive impact it has on the outcome. Computing – Pupils explore the rules of keeping safe when using technology. History – Pupils explore the concept of laws in society throughout History and how they have shaped modern day life. English – All English units are based on a text and every class has a class novel which will include opportunities to explore and engage with the concept of laws and rules and the impact of not following them. Science/DT – Pupils develop an understanding of the rules associated with using practical equipment and the reasons why those rules must be followed.
		KS2	PSHE – See Overview. RE – See Overview. PE – Pupils are taught the rules of various sports and understand the importance of following them and the positive impact it has on the outcome. Computing – Pupils explore the rules of keeping safe when using technology. History – Pupils explore the concept of laws in society throughout History and how they shaped modern day life. English – All English units are based on a text and every class has a class novel which will include opportunities to explore and engage with the concept of laws and rules and the impact of not following them. Science/DT – Pupils develop an understanding of the rules associated with using practical equipment and the reasons why those rules must be followed.
Individual Liberty We know our rights and responsibilities and exercise them in school and beyond.	Our ethos creates a safe space in which choices and freedoms are encouraged.	EYFS	PSHE – See Overview + visits from and to public services and charities. RE – See Overview. Storytime – a wide range of texts shared with pupils that explore this concept.



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Our curriculum and 'Coppice Way' behaviour curriculum are designed to be equitable and ensure ALL pupils will: • achieve their academic potential and progress confidently into the next phase of their education • be nurtured in order to develop within them a confidence to embrace whatever comes their way. • develop the values that will enable them to be good citizens and that will prepare them to deal effectively with the challenges that the modern world presents. Responsibility is further developed through: • Year 5 and 6 OPAL Ranger roles • School and Eco Councillors • Year 6 Librarians • Pupil Parent Evening Guides • Art Ambassadors • Public service representatives' visits e.g. Police, Ambulance and Fire services. • participation in community events. Fundraising activities are planned throughout the year to promote awareness of and raise funds for local, national and international causes. Having responsibility and also having an opportunity to reflect on the importance of this complement the concept of individual liberty and this is embedded across the school through provision, opportunities and ethos.	KS1	PSHE – See Overview + visits from and to public services and charities. RE – See Overview. History – Pupils explore the right to an education through a historical study of schools and education with a particular focus on the Victorian era. Geography – Pupils explore the concept of human features and the responsibilities we have to look after our planet e.g. through what are the hottest and coldest places on earth'. Computing – Pupils explore their responsibilities as a tech user in and out of school. Storytime – a wide range of texts shared with pupils that explore this concept.
	KS2	PSHE – See Overview + visits from and to public services and charities. RE – See Overview. English – Through texts that focus on under-represented groups, pupils have the opportunity to explore the concept of rights and responsibilities. History – Pupils explore rights and responsibilities in topics such as 'How did the Romans influence the culture of the people already living in Britain', 'What is the legacy of the Ancient Greeks', 'What was so Revolutionary about the Industrial Revolution' Geography – Pupils explore the concept of human features and the responsibilities we have to look after our planet e.g. in topics such as 'How has globalisation affected the world and its people'. Computing – Pupils explore their responsibilities as a tech user in and out of school.



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Mutual Respect We respect ourselves, others and expect them to show us respect.	Public acknowledgements such as: Star of the week, individual subject trophy awards, Team points linked to the categories of: Learning, Friendship, School and Wider Community and Self Improvement. Personalised 'Thrive' Intervention programs designed to develop self-esteem, self-confidence and help manage behaviours.	EYFS	PSHE – See Overview. RE – See Overview. Circle Time. Modelling and supporting the development of communication. Providing safe and friendly environments to encourage interaction and communication. Topics provide planned opportunities for all children to have a say and share their thoughts and listen to others. Phonics – Your Turn, My Turn. Storytime – a wide range of texts shared with pupils that explore this concept.
	Thrive social and emotional program – used by individual pupils, pairs and groups and delivered by dedicated Thrive Practitioners. Expectations around pupil responses to their peers generally and also those in positions of responsibility.	KS1	PSHE – See Overview. RE – See Overview. Geography – Pupils explore the responsibilities we have to respect our planet. History – How and why do we remember people from History and links to Remembrance. Storytime – a wide range of texts shared with pupils that explore this concept. Science & Sex and Relationships Education (SRE) – pupils learn about keeping healthy and how to respect their bodies to ensure healthy growth and how to ensure healthy, respectful relationships (age appropriate). Computing – opportunities to explore respectful on-line behaviours and relationships.
		KS2	PSHE – See Overview. RE – See Overview. Geography - Pupils explore the responsibilities we have to respect our planet. English - opportunities for balanced debates and the writing of discussion texts embeds the concept of respect for others. Science & Sex and Relationships Education (SRE) – pupils learn about keeping healthy and how to respect their bodies to ensure healthy growth and how to ensure healthy, respectful relationships (age appropriate). Computing – opportunities to explore respectful on-line behaviours and relationships.



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Tolerance of Different Cultures and Religions Together we are one community who care, respect and understand one another.	Our pupils learn together with respect for each other. We value and celebrate our peers, as evidenced through the acknowledgements listed above. Tolerance is an expectation and policies such as: Equality, SEND, Behaviour and Anti -Bullying reflect our school ethos and expectations.	EYFS	PSHE – See Overview. RE – See Overview. Topics provide planned opportunities to explore cultures and religions different to their own (Chinese New Year, Diwali). Storytime – a wide range of texts shared with pupils that explore cultures and religions different to their own.
	Half-termly assemblies led by Reverend Amanda Featherstone and St. Mary's Youth and Community Worker: Gary Daniel. Celebrating and acknowledging a range of religious events from different faiths.	KS1	PSHE – See Overview. RE – See Overview. English – All English units are based on a text and every class has a class novel. These texts have been carefully selected to ensure pupils are exposed to and have opportunities to immerse themselves in cultures different to their own. Storytime – a wide range of texts shared with pupils that explore cultures and religions different to their own.
		KS2	PSHE – See Overview. RE – See Overview. English – All English units are based on a text and every class has a class novel. These texts have been carefully selected to ensure pupils are exposed to and have opportunities to immerse themselves in cultures different to their own. History – Pupils explore the concepts of culture and beliefs in units of work, where applicable: Romans, Ancient Egyptians, Anglo-Saxons, Vikings and Normans, Early Islamic Civilisation, Russia and the USA.