

### Yenton's Key Values

Yenton are proud to support and uphold the five British key values – democracy, rule of law, equality, respect & tolerance and individual liberty

Values	Govt interpretation	Yenton supportive measures	Through the supportive measures children:
<b><u>Democracy</u></b>	<ul style="list-style-type: none"> <li>respect for democracy and support for participation in the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Council House (School Council November)</li> <li>Police and library visits,</li> <li>School Council and House Captain hustings and elections – September annually</li> <li>Voting for class rewards (bead treat)</li> <li>Eco Council members</li> <li>Librarians apply and are appointed</li> <li>E-safety apply for posts and model safety on the internet in lessons and remind children of dangers</li> </ul>	<ul style="list-style-type: none"> <li>are provided with a broad general knowledge of, and promote respect for, public institutions and services</li> <li>understand how they can influence decision-making through the democratic process</li> <li>become involved in decision-making processes and ensure they are listened to in school</li> <li>have visits to the local council to see first hand democracy</li> <li>hold 'mock elections' so pupils learn how to argue and defend points of view</li> <li>work together to express their views in circle times, councils and elections</li> <li>understand how public services operate and how they are held to account</li> <li>understand how perceived injustice can be peacefully challenged</li> </ul>
<b><u>Rule of law</u></b>	<ul style="list-style-type: none"> <li>respect for the basis on which the law is made and applies in England</li> </ul>	<ul style="list-style-type: none"> <li>School rules</li> <li>Need for rules covered in assemblies</li> <li>Behaviour policy based on expectation of following rules vs sanctions</li> <li>Police assemblies and visits regularly (e.g. 19/10/14 fireworks)</li> <li>Peer mediators support and solve problems through fair solutions</li> <li>Queueing up and waiting turns</li> <li>Curriculum topics (e.g. people who help us).</li> </ul>	<ul style="list-style-type: none"> <li>understand that school rules and expectations are clear and fair</li> <li>can distinguish right from wrong</li> <li>respect the law and the basis on which it is made</li> <li>understand that living under the rule of law protects individuals</li> <li>see the Police positively in upholding society values</li> <li>appreciating that to queue and take turns is a core British value</li> <li>realise that through working together restorative justice can resolve conflicts</li> </ul>
<b><u>Equality</u></b>	<ul style="list-style-type: none"> <li>support for equality of opportunity for all</li> </ul>	<ul style="list-style-type: none"> <li>Taught through PATHS, PSHE and assemblies (see maps on curriculum page)</li> <li>Clubs for all (e.g. football, Choir)</li> <li>Teams for all (boys and girls football)</li> <li>All cultures celebrated (Divali Day, Eid, Black History Week, Chinese New Year, Christmas)</li> </ul>	<ul style="list-style-type: none"> <li>have equal opportunities to succeed, have responsibilities and learn together.</li> <li>children consider the school to be fair</li> </ul>
<b><u>Individual liberty</u></b>	<ul style="list-style-type: none"> <li>support and respect for the liberties of all within the law</li> </ul>	<ul style="list-style-type: none"> <li>Taught through the school's standards and expectations that everyone's views are important but must follow schools rules at all times</li> <li>Anti bullying assemblies and policies upheld.</li> </ul>	<ul style="list-style-type: none"> <li>develop their self-knowledge, self-esteem and self-confidence</li> <li>take responsibility for their behaviour, as well as knowing their rights</li> <li>challenge stereotypes and do not accept name calling</li> <li>understand that the school has a strong anti-bullying culture</li> </ul>
<b><u>Mutual respect and tolerance of those with different faiths and beliefs</u></b>	<p>respect for and tolerance of different faiths and religious and other beliefs</p>	<ul style="list-style-type: none"> <li>PATHS and PSHE projects teach respect and tolerance to each other. Through trips and RE work within the curriculum children understand each other's cultures.</li> <li>Through MFL children learn the French culture.</li> <li>See Curriculum Maps on curriculum webpages</li> <li>Andi Markham assemblies/ Christmas concerts/Harvest / Divali Day/ Black History week/ Birmingham City Mission</li> <li>Remembrance Assembly/ Minutes silence, poppies</li> </ul>	<ul style="list-style-type: none"> <li>promote respect for individual differences</li> <li>acquire an understanding of, and respect for, their own and other cultures and ways of life</li> <li>challenge prejudicial or discriminatory behaviour</li> <li>organise visits to places of worship and understand relate to other cultures</li> <li>develop links with faith communities</li> <li>develop critical personal thinking skills</li> <li>discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers</li> <li>Understand Christian morals and values through Andi Markham and respect for all.</li> </ul>