|  |
| --- |
| **BRITISH VALUES**Rule of law, Democracy, Individual liberty, Mutual respect for tolerance |
| **Action** | **Impact** |
| Team Leaders voted for by the pupils | Understand democracy at a local level |
| Visit to the Houses of Parliament by the school council | Understand the principle of the British democratic process at a National and local level and the rule of law |
| Selling poppies and organising wreath laying. Visiting local church for ‘There but not there display.’ | Understanding the importance of honouring and respecting the past |
| Visit to Westminster Abbey  | Understanding British heritage |
| School Council voted for by the pupils | Understand democracy at a school level |
| School Council have a responsibility to spend money raised by asking the class | Take responsibility and fund raise by themselves |
| Children run stalls at the Christmas and Summer Fair  | Understand the importance and fun of volunteering and taking responsibility |
| School Council decided to run a Cake sale to raise money for wet play equipment, organised by pupils  | Community spirit - and they succeeded in raising £800 with HSA support |
| Non uniform day for children affected by war | Empathy for others |
| Carol Service in Emmanuel Church | Being community spirited and sharing faiths |
| Celebration of the Queen’s Jubilee and King’s Coronation | Community spirit and mutual respect |
| Portuguese and Romanian food stall at the Fairs | Valuing different cultures |
| Singing at the switching on of the lights at Northwood Hills and local library | Community spirit |
| Visits to churches, synagogue, mandir temple and mosqueVisits from parents who have talked about their own faith | Showing understanding and tolerance of the fact that Britain is a multi-faith society and learning about other faiths. |
| Helping with younger children at sports day | Enjoying volunteering and taking charge of events (rule of law) |
| Class and school rules are discussed  | Pupils’ understanding of boundaries and consequences should they be crossed |