

Overstone Combined School

British Values – Individual Liberty



| | | | |
|---|--|---|--|
| <p>What is individual liberty?</p> <p>Individual liberty means each of us having the freedom to make our own choices and do what we want – within reason. As long as we respect the other British values and the rights of others, then we are free to pursue our ambitions, and follow our own will.</p> | | Key Vocabulary | Definition |
| | | will | Determination to do what is necessary to achieve ambitions |
| | | ambition | A strong desire to do or achieve something |
| | | freedom | The power or right to act, speak, or think as one wants |
| <p>Teaching this British Value should:</p> <ul style="list-style-type: none"> - enable students to develop their self-knowledge, self-esteem and self-confidence - 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 | | liberty | The power to make your own choices about your behaviour |
| | | <u>Resources to look at with your children</u> | |
| <p>How we uphold the British value of Individual Liberty:</p> <ul style="list-style-type: none"> • Providing extra-curricular provision, which offers equal opportunities for all children, boys and girls, and children with Special Educational Needs in sports and other areas. • Holding discussions in RE, English and other subjects, which allow children to develop respect for the opinions, values and beliefs of others. • Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. • Children have a choice for signing up for extra-curricular clubs, choosing the level of challenge in some lessons and becoming increasingly more involved in child-led learning. Early Years children have the opportunity to choose their learning through adult supported child-initiated play. • Pupils are supported to develop their self-knowledge, self-esteem and self-confidence. • Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons • Freedom of speech is modelled through encouraging pupil participation. • Vulnerable pupils are protected and stereotypes challenged. • A strong anti-bullying culture is embedded in the school. GAME (get along nicely, ask them to stop, move away, explain to an adult) | | | |

- Pupils have key roles and responsibilities in school e.g. School Councillors, House Captains, Reading Ambassadors
- Assemblies cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right.
- Children are strongly encouraged to develop independence in learning and think for themselves.
- The school's use of a restorative approach encourages children to reflect on their wrong-doings and consider alternatives to their behaviour
- In R.E., we learn about the differences and similarities between religions and that the key values are based on peace, love and respect
- All staff have undertaken Prevent, Cyber-safety and FGM Training.
- Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school.