PROMOTING BRITISH VALUES GUIDELINES (CURRICULUM)

Reviewer: Eleanor Laxton

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(by Mandy Bennett)

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INTENT

Aims

At Whitegrove Primary School we recognise our responsibility to prepare children for life in modern Britain and we are committed to ensuring that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We value the diverse backgrounds of all pupils, staff and families and celebrate these through a wide range of lessons and events, teaching tolerance and respect for each other, the differences in our community and the wider world.

We are committed to:

- giving children the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which value children's questions and give them space for their own thoughts, ideas and concerns;
- enabling children to make connections between aspects of their learning;
- encouraging children to relate their learning to a wider frame of reference, e.g. asking 'why', 'how', and 'where', as well as 'what' and 'when'.

All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE and PSHE lessons may provide excellent opportunities to deepen and develop understanding. All pupils are encouraged to embrace these concepts with enthusiasm and are expected to demonstrate a good understanding of their application to their own lives. We aim to develop:

- honesty
- an agreed sense of right and wrong with the confidence to stand up for what individuals believe in
- consideration for others and an appreciation of their uniqueness and qualities
- concept of "fair play" – winners and losers – in sport and games
- personal safety
- responsibility for self and others

What are British Values?

The Government requires that key 'British Values' are taught in all UK schools.

Actively promoting 'British Values' also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

At our school, values of tolerance and respect permeate all areas of school life. This produces a climate within which pupils feel safe and secure and facilitates the fulfilment of potential. Pupil voice plays an integral part in driving the school forward and school rules at different levels are seen as the foundation upon which this can be achieved.

The government set out its definition of British values in the 'Prevent Strategy'

Democracy

The rule of law

Individual liberty

Mutual respect

Tolerance of those of different faiths and beliefs.

Curriculum Themes and Topics

Our curriculum prepares children for life in British society; this includes developing the understanding and use of money, effective reading and writing skills, collaboration and discussion to research ideas and concepts. Curriculum themes include historical and geographical study in the context of the United Kingdom as well as national and international comparisons.

A proportion of our pupils have settled here from other countries or have direct links with other countries. We value and respect the pupils' first language and culture whilst supporting families to feel welcomed and fully integrate them into everyday life of the school.

IMPLEMENTATION

Daily Acts of Collective Worship/Whole School Assembly

In line with regulation our assemblies are "wholly or mainly of a broadly Christian character"

Our assemblies uphold traditional values of empathy, respect and tolerance. The whole school attend the local church for our Christmas Carol concert and local leaders of all religions are welcome to lead multi faith acts of collective worship.

PSHE

Mutual respect is also taught within formal PSHE and RE lessons and on an informal nature throughout the school days. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety policy and PSHE work on keeping myself safe.

British values at our school: We are United Nations: Convention on the Right of the Child School (UN CRC)

Value	How We Promote It
Democracy **Links to school values** **Empowering local, national and global citizenship.** **UN CRC Article 12:** Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.	• Our elected school council meet at least every half term (Years 1-6) • Pupils elect to raise money for local and national charities. • The PHSE curriculum and SEAL programme of study directly teach democracy. (Living in the wider world). • Assemblies provide links to current affaires: UN primary assemblies. • The UN convention on the Rights of the Child is taught (EYFS – Year 6) • Democracy is promoted through leadership opportunities for pupils e.g. 'special helpers, EYFS, Peer mentors, play leaders, games makers. • Promoted via the agreed and elected classroom charter. • Promoted through choices in the curriculum. E.g. regions of study within Geography. • Understanding of the differences between local and national roles for politicians - work with newspapers • Opportunities to consider freedom and World War 1 through remembrance celebrations – assembly • Books are purchased reflecting the various issues in our world: tolerance, equality, different faiths
The rule of law **Links to school values** **Autonomy** **Promoting interdependence and sustainability** **UN CRC Article 19:** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • The importance of Laws, whether they be those rules that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through collective worship. • Pupils are taught the value and reasons behind boundaries, rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences should rules and laws get broken. • Pupils learn a sense of 'right' and 'wrong' through the setting of classroom rules (class charters) – within an overall behaviour policy with its clear rewards and sanctions; such as, 'Star of the Day' and team house points. • School and class rules are shared with parents and carers at 'meet the teacher' sessions

	• Specialist Weeks, days and assemblies introduce work around civil rights and Rights Respecting (UN CRC) • Class charters are created through discussions with pupils around rights and how pupils/teachers will ensure these rights are respected • Commitment to playground peer mediation processes • Peer mediation is a successful part of playtimes • PE lessons promote the concept of fair play • Sporting events, a range of visits and use of outdoor education centres are planned to ensure children's experiences are broad, meaningful and varied • Anti-bullying focus/range of events and activities including friendship week, and diversity week • Keeping Safe In School & on the internet and workshop for parents on internet safety • Visits from agencies/community such as the Police; Fire Service; Armed Forces
Individual liberty **Links to school values:** **Autonomy** **Enacting dialogue** **Empowerment** **UN CRC Article 31:** All children have a right to relax and play, and to join in a wide range of activities. **UN CRC Article 15:** Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Within Whitegrove, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. (6R's) • Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are guided on how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it is through choice of challenge, of how they record or participate in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. • Pupils are encouraged to make the right choice through being made aware of consequences of choices and actions – (behaviour policy) • Senior leaders interview pupils about their learning and achievements – so that individual learning styles can be taken into account and reflected in teaching and learning. (Learning walks and pupil surveys) • Pupils may report back on any issues through school council. • Stories in assemblies reflect the theme of liberty: (UN CRC assemblies) • Children make appropriate decisions to use good learning behaviours in class to maximize the progress in their learning, making positive contributions to establishing 'law and order' in our classes

Mutual respect **Links to school values:** **Encouraging respect and reciprocity.** **promoting interdependence and sustainability** **Exploring, knowing, understanding and making sense of the world** **UN CRC Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from. **UN CRC Article 30:** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.	• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equal Opportunities Policy - (Equality plan) • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • All staff model mutual respect in their dealings with one another, with children and parents, with a focus on manners. • Through the deciding of class charters to share differing beliefs • House points for good deeds, behaviour, manners and respect, as well as for learning. • Play leaders, house captains, peer mentors and games makers model mutual respect. • Fundraising for charities – and researching though charities and causes. • Leadership commitment and monitoring to ensure there is consistency in class approaches to this work. – learning walks. • Posters around the school promote respect for others • Agreed classroom rules, as well as behaviour policy • PE lessons and competition promotes 'fair play', being magnanimous in defeat and participation in activities that promote kinship and affiliation with others. Activates outside B-F (work with academy)
Tolerance of different faiths and beliefs **Links to school values:** **Encouraging respect and reciprocity** **UN CRC Article 14:** Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.	• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equal Opportunities Policy. (Equality plan) • Tolerance of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work is often displayed in the classroom. • Collective worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school • This is supplemented by assemblies (class, phase and whole school), which although mainly Christian in nature, also mark and celebrate significant religious festivals such as Ramadan, Diwali and the Jewish, Islamic and Chinese New Years. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Our PSHE Programme has a focus on respect and tolerance of difference • Ensuring that tolerance is promoted through diverse resources – e.g. books and school community visitors that describe different religions, family circumstances etc. that deal with potential racist or homophobic issues

	• All incidents of racism or any form of bullying related to disability, religious or other issues are recorded and dealt with in line with agreed procedures • Specialist weeks, days and activities promote our school diversity and tolerance of faiths and beliefs. • We are able to share pupils and families experiences as a class, year group or school. Pupils in EYFS enjoy 'show and tell'.