



## **Bramcote Hills Primary School**



### **British Values Policy**

**May 2018**

#### **“Make the Future Better for All”**

Our aim is for each child to feel secure and happy at school whilst developing a love of learning. Each child is different and we encourage him or her to take pride in individual achievements and together to strive for excellence.

In order to achieve these aims, we believe it is essential for our school to work closely with parents, carers and the community to enable children to become life-long learners and responsible members of society.

At Bramcote Hills Primary School, we value the diversity of backgrounds of all pupils, families and the wider school community.

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Department for Education defines British Values as follows:

1. Respect for democracy and support or participation in the democratic process
2. Respect for the basis on which the law is made and applies in England
3. Support for equality of opportunity for all
4. Support and respect for the liberties of all within the law
5. Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. Wherever possible, we take a global approach to learning by introducing themes from the perspective of other people in other countries.

At BHPS, we actively promote British values in the following ways:

<b>1. Respect for democracy and support or participation in the democratic process</b>	
<ul style="list-style-type: none"> <li>• To understand and respect the democratic process</li> <li>• To understand how they can influence decision making through a democratic process</li> <li>• To understand how to argue and defend a point of view</li> <li>• To understand the importance of team work</li> </ul>	
<b>Examples of how these are developed in our school and wider curriculum</b>	
<ul style="list-style-type: none"> <li>• Pupils are listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard</li> <li>• Children learn about democracy in their topics and literacy work</li> <li>• Key questions for children at the beginning of new topics 'What do I know already and what do I want to learn?'</li> <li>• PSHCE &amp; RE lessons</li> <li>• Values for Life in collective worship</li> <li>• House group assemblies/school council/ECO rep elections</li> <li>• Pupil questionnaires and pupil surveys</li> </ul>	
<b>Examples of how these are developed in specific year groups</b>	
<b>Foundation:</b> Teach about sharing, taking turns, choices (thumbs up, thumbs down), choosing resources, opportunities to develop child initiated learning/topics, opportunities to develop self confidence, 'Bob the Builder.'	
<b>Year 1:</b>	Elect Class Council/Eco Reps, mixed ability table groups – earn table points for trophy at the end of the week, PHSE songs, visit to local church.
<b>Year 2:</b>	Elect Class Council/Eco Reps, same group table (DOJO) points, PE Team work, History curriculum – factual and children's point of view, history debates, taking turns and building team work.
<b>Year 3:</b>	Elect School Council/Eco Reps, watch current affairs on Newsround, discussion about Brexit, Democracy discussed in Roman Britain Topic, write persuasive letters to the Head teacher about Year 3 visit, RE services about different faiths, class assemblies.
<b>Year 4:</b>	Elect Class Council/Eco Reps, children decide what they want to know from topics at the start of topics, children choose homework topic related to Egyptians, dilemma around Egyptian Social Pyramid stating point of view about it and where they would want to be on it and why.
<b>Year 5:</b>	Elect Class Council/Eco Reps, History – what did the Ancient Greeks do for us ? Focus on democracy in Ancient Greece in Ancient Athens compared to democracy in UK. The Democratic Process in the UK: the role of Parliament; the electoral process; charity campaign and elections leading to a whole school vote. In RE, study of inspirational people, in particular the Suffragettes and Ghandi.
<b>Year 6:</b>	Elect Class Council/Eco Reps, Visit from local politician (Anna Soubry) to link with local politics, vote in the Year 5 charity election campaign, Voting for Year 6 group decisions including enterprise activities; Year 6 Post SATs cinema film choice.

## 2. Respect for the basis on which the law is made and applies in England

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- Ability to recognise the difference between right and wrong and apply this to their own lives
- Ability to accept responsibility for their behaviour
- To understand the consequences of their behaviour and actions
- Ability to resolve conflict
- Understand how they can contribute positively to the lives of those living and working in the locality and society more widely
- To understand that living under the rule of law protects them and is essential for their well-being and safety

#### Examples of how these are developed in our school and wider curriculum

- Our school follows 'Five School Rules', which are integral to our learning and ethos every day.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.
- Pupils are regularly reminded about their 'Rights and Responsibilities' and about how these are linked.
- Pupils are encouraged to respect the law and BHPS enjoys visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message.
- Our behaviour policy states a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

#### Examples of how these are developed in specific year groups

**Foundation:** Introducing the school rules, children making choices using thumbs up, thumbs down, choose use and put away resources, thinking spot for reflection, development of mud kitchen rules, work on how actions affects feelings of others, visits from Police and Fire service (when available).

**Year 1:** Class rules/charter made with the children, thinking spot which encourages children to reflect on their 'thumbs down' choice, e-safety in ICT, children sharing their out of school achievements from clubs etc, CASE provider and fire service visit.

**Year 2:** Class rules, PSHE rules and expectations, responsibilities (who's at fault) consequences and drugs education, road safety and e-safety.

**Year 3:** School and classroom rules, devise class charter at the beginning of the year, PHSE lessons about emotions, art lessons on emotions and expressions, conflict resolution around playtime issues, making the right choices with healthy eating.

**Year 4:** Class charters – rights and responsibilities – Poppy Day Poetry, Viking Crime and Punishment – Alfred and his setting of parliament, Early Bird discussions 'Would you rather' cards focussing on decision making and consequences for choices, Healthy Eating (discussions and decisions) e-safety and class experts with a task of helping others.

**Year 5:** Crime and Punishment topic - Development of the Police Force, courts and prisons, visitors e.g. P.C.S.O. Community Support Officers and Police Van, visit to National Justice Museum with trial role play in 'real court.' Laws related to smoking and drinking, study on how Parliament makes laws, English topic work around the traditional poem of 'The Highwayman' and dilemmas revolving around the story.

**Year 6:** Anti-Racist charter drawn up during Black History topic work, Looking at legal rights of migration through topic on Black History, topic work about holocaust in Second World War, greater independence with children resolving conflict in Summer Term in preparation for life in Secondary School.

#### **4.Support and respect for the liberties of all within the law**

To understand rights and responsibilities

##### **Examples of how these are developed in our school and wider curriculum**

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. eg. by signing up for extra-curricular clubs.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to think independently and feel that they are able to express their ideas with confidence and that these are valued.
- At the same time, they are encouraged to be sensitive to the needs of others and be supportive of their peers and younger members of the school community.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHCE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Pupils have key roles and responsibilities in school e.g. Year 6 job squad, playground leaders, school council representatives in each class, eco reps in each class.

##### **Examples of how these are developed in specific year groups**

**Foundation:** 'Marvellous Me' bag for sharing and listening and building self-confidence, children encouraged to share news about self and family (Hoppity Albe), staff scaffold good behaviour.

**Year 1:** 'Happy Hippo'/'Star' class toy given to child who displays positive behaviour, DOJO points, class jobs e.g. Book box monitors/ milk monitors etc, Class Council and Eco Reps.

**Year 2:** Responsibilities – playtime equipment, special helpers, tidy up/ whole class responsibilities, class reps and ECO reps.

**Year 3:** Production and after school clubs, Year 3 residential (views and knowledge), house groups – looking after younger children, classroom job squad.

**Year 4:** Showing respect for others by always asking to listen to others/think about others resulting to children being eager to help children/friends who are ill etc (especially on the playground)

**Year 5:** Moral dilemmas (smoking/alcohol) peer pressure, SRE curriculum.

**Year 6:** Whole school monitors (Year 6 Job Squad), Black History and WW2 Journey (Holocaust) curriculum: consequences of actions; visit to the Holocaust Memorial Centre and placing a stone; writing opportunities to reflect own feelings and attitudes.

## 5. Mutual respect and tolerance of those with different faiths and beliefs

- Be reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values
- Reflective about their own experiences
- Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others
- Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
- Participate in a variety of communities and social settings, cooperating well with others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain
- Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes

### Examples of how these are developed in our school and wider curriculum

- Respect is one of the core values of our school. Pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with local faith communities and places of worship. e.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our humanities topics and discrete language lessons (French). These curriculum topics offer children the chance to reflect on our core values and British values.
- We aim to celebrate our differences through work in class, assemblies and our annual Diversity Day.

### Examples of how these are developed in specific year groups

- Foundation:** Culture Vulture – sharing information about cultures, faiths and countries relevant to cohort of children, 'Marvellous Me' – children to bring in things of interest about self and family, Chinese New Year project, planning responding to current events e.g. Royal Wedding 2018, Eid, 'Your World, My World' book, 'Mixed race' dolls
- Year 1:** Class Bear, children listen about children's home life and values; Chinese New Year and Diwali Day; Topic about growing up and home life to discuss differences.
- Year 2:** Study of Judaism, reflecting on own beliefs – who do they trust, special people, special times, PSHE –friendship – sharing, building positive relationships with peers, difficulties and similarities, cross cultural friendships, R-Time pairs (talk partners), study of Kenya.
- Year 3:** R.E. – Hindu Week, scene in school production (focus on diversity), SRE Curriculum, Assemblies and choir singing at Westbourne Court.
- Year 4:** Talks from class 'experts' about their own religion – always eager to share their understanding and knowledge, looking at prayer across the main 5 main religions, incitation of parents to come and discuss with children about their faiths and prayer within them, diversity of countries visited and birth countries (diversity display in classrooms), study of religion through history focussing on Egyptians, Anglo-Saxons and Vikings.
- Year 5:** Children talk about their own beliefs, religions and practices through presentations and bringing in artefacts, Religious beliefs expressed through art and architecture, foster a culture of what we all have in common rather than differences, all children participate in Christmas Concert,
- Year 6:** Confucius classroom 6 week topic (Karsten Stephan) to teach Mandarin, RE unit about the Holocaust and moral dilemmas leading up to Holocaust World Memorial Day and reflection, moral dilemmas around Black History and study on influential Black people, PSHE SRE curriculum to include LGBT and transgender issues.

