The Priory Primary School

Promoting British Values Policy

The DfE have recently reinforced the 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 government set out its definition of British values in the 2011 Prevent Strategy. All stakeholders have received Prevent training (April 2015).

Aims:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

What is Values Education?

- The main principles that guide you in your thoughts and actions.
- Ethical DNA – a set of instructions hard-wired into your brain that will determine your behaviours without you even realising much of the time.
- Sense of right and wrong, how and how not to behave.
- Values are at the heart of who we are, driving what we do and how we do it.

Where do values come from and why do we need them?

- For many of us they are put in place by the family home from the moment we are born.
- For those children born into dysfunctional families it is vital that they learn values from the adult role models within school.
- These values can make the different to the growing child as a member of the community, as a citizen, as a friend and as a human being.
Values

- Peace
- Tolerance
- Trust
- Courage
- Co-operation
- Love
- Determination
- Equality
- Appreciation
- Patience
- Friendship
- Hope
- Thoughtfulness
- Unity
- Respect
- Responsibility
- Optimism
- Humility

Values are embedded throughout the school through the behavioural system, the curriculum and are taught discretely to develop pupils’ understanding and through topics / themes in all subject areas.

To focus on the importance of values, a Value a month is the theme that runs through all assemblies:

- The first assembly establishes what the value is and how it relates to us in and outside of school.
- During this week R.E. lessons are devoted to this value and develops a deeper understanding of what the value means.
- The following assemblies explore the value through different religious stories, morals of stories, different stories from around the world, events that have occurred in the past and today that demonstrate the value etc.
- Each class is responsible for producing work illustrating the value so that it can be displayed.

Democracy:

Democracy is abundant within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of school council members involve the pupils presenting their manifesto to the class and then pupils vote for their two council members. This is done in May each year so that the current school councils can train the new council members ready for the next academic year. Spring 2015, Year 6 school councillors attended the Wednesday Learning Trust training on how to promote British Values through school councils. The school councillors have the opportunity to discuss issues within the class and this informs the agenda for school council meetings.

In July the current Year 5 have the opportunity to present to the school reasons why they should be chosen to be Head boy, Head girl or Heads of Houses which link to the school’s behavioural reward system. Pupils then vote for who they would like to take on these important rules.
May 2015 to coincide with the General Election each class discussed and composed their own manifesto based on what they would do if they were in charge. Each class presented this manifesto in assembly. This manifesto was displayed in the hall so that all pupils and stakeholders could have the opportunity to read each class’s ideas and then vote accordingly. Pupils of each class were unable to vote for their own class. The Head boy and Head girl set up a polling station in the hall: they crossed off each person’s name on their electoral roll, counted the results and revealed the results to the school. Pupils from each class recorded their manifesto using the green screen and ipads and were questioned by an interviewer. During this week pupils learned about the importance of democracy, the role of the House of Commons and House of Lords and how it affects us, the election procedure, information about the three main parties, significant political leaders through History, the suffragettes fight for the right to vote and Year 6 presented a persuasive argument on why primary school pupils should be able to vote.

June 2015 the school will be holding a public speaking event. Members of the local community including the police, fire service, the Reverend and governors will be invited to attend as judges. Each pupil that is selected will present their ideas based on a British Value, this will be judged.

**The Rule of Law:**

The importance of Laws, whether they be those 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 school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

**Individual Liberty:**

Within school, 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 safety, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Forest School is an example of where pupils make that choice as the forest school leaders are guided by the pupils’ choices.

Though the curriculum pupils develop their understanding of individual liberty through studying different events in History and the impact they had. For example, the Gun Powder Plot, VE day, Remembrance Sunday etc.

**Mutual Respect:**

Part of our school ethos and behaviour policy has revolved around Core Values such as ‘Respect’, and pupils have been part of discussions and assemblies related to what this means and how it is shown. Each month all assemblies focus on a different value, what it means to us and how this relates to the outside world. R.E. lessons allow for this value to be discussed deeper and pupils receive house points
for displaying this value. These values are displayed in the main entrance to the school and illustrate pupils’ understanding of the terms.

Throughout the curriculum pupils develop their understanding of respect whether it is through ‘fair play’ rules in Physical Education, through the themes in a book in English or through events that have occurred in past.

**Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. The R.E. curriculum ensures that all major religions are taught throughout the school. Important festivals are celebrated in assemblies and through R.E. lessons. Pupils also learn about the different Saints in Great Britain and why they are celebrated.

Throughout the curriculum pupils develop their understanding of tolerance through History and Geography lessons. They focus on how different countries are different and reasons why, how events in History impact on the modern world and the importance of a global society.

In July all pupils will be taking part in an African dance workshop. All classes will also focus on one country and develop their understanding of their culture, cuisine, climate and compare this to Britain. This will be presented in an assembly so that this is information is shared across the school.

**Review:**

The policy will be reviewed in September 2019