

## **BRITISH VALUES**

### **How we promote British Values at Upton Heath C of E Primary School**

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 DfE document ‘Promoting fundamental British Values as part of SMSC in schools’ November 2014 set out the departmental advice for maintained schools.

*At Upton Heath C of E Primary School these values are reinforced regularly and in the following ways:*

#### **Curriculum:**

- In EYFS and Key Stage 1 pupils are taught about similarities and differences between ways of life in different periods, how changes within living memory reveal changes in national life and about events beyond living memory that are significant nationally. They also learn about the lives of significant individuals in the past who have contributed to national achievements.
  
- In Key Stage 2 British history is taught through a carefully designed set of ‘key skills’ for history as pupils continue to develop their knowledge of British and local history. Periods of British history studied include The Roman Empire and its impact on Britain, Britain’s settlement by the Anglo Saxons and Scots, the Viking and Anglo Saxon struggle for the kingdom of England and local history.
  
- The Remembrance Day was marked by all of our Key Stage 2 children being involved in the transmission of a Service for schools from the Tower of London. Throughout school all our pupils were invited to make individual poppies to make Year group wreaths and children made doves of peace which were placed on the trees in the school grounds. This was linked with Remembrance Day commemorations where children purchased poppies and a two minute silence was held in school.
  
- As a whole school, we have celebrated the World Cup, the Olympics and Para Olympics, with Olympic themed sports days and special Olympic weeks. Olympic torch bearer, Mitchell Jones visited school as

part of our celebrations, with children having opportunities to see the torch first hand.

- Royal celebrations play a large part in our curriculum offer and the Golden Jubilee was a huge event for the school, with celebrations of the event held in school, a visit to the Zoo by the whole school as part of the Queen's celebrations. Our school choir was asked to sing for the Queen and one of our children designed the official logo for the Jubilee. More recently our school was invited to send children to attend the visit to Chester Cathedral by His Royal Highness Prince Charles and meet with the Duchess of Cornwall.
- Our daily Acts of Worship are very important to us, and it is here that we regularly uphold the traditional values of empathy, respect and tolerance. These are also taught within formal SEAL, PSHE, Citizenship and RE lessons and, indeed, the British values of respect, tolerance and empathy are fostered throughout all of our daily interactions: modelled by staff and nurtured in pupils.
- As part of our curriculum we are committed to the promotion of Forest Schools and Learning outside the Classroom. Within this work we learn about the British Values of respect, tolerance and empathy. Our outdoor learning areas including our Pond, Hive and 'Forest' enable pupils to develop these key skills through whole class activities and smaller focussed group work. Our Forest School curriculum also enables us to develop children's love of the natural world that we live in and learn about the specific flora and fauna that is specific to our national heritage; valuing and cherishing our native species. All our classes are named after British trees.

### **Democracy:**

Each year the children decide upon their class rules and discuss the rights and responsibilities associated with these. Each class creates their own 'class charter' which they then all sign and agree to. Class charters are shared by the whole school and come together to create our whole school charter.

Pupil voice is high on our agenda as a school, with a nominated school governor for Pupil Voice, ensuring it remains high profile and improves every year. Children have many opportunities for their voices to be heard. We have a school council and the pupils have opportunities to complete

questionnaires on their lessons, the environment and anything they want to change. All children have the opportunity to talk to staff on a regular basis and use these occasions to share their views.

Our School Council members are democratically elected annually having shared their manifesto with the whole school and regular meetings also follow a democratic decision making process.

Democracy is explained during lessons and worship and the children are encouraged to follow the news in relation to voting, with children given opportunities to debate the issues currently being addressed.

### **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 worship.

Pupils are taught the value and reasons behind law enforcement, that they govern and protect us, and the responsibilities that these involve and the consequences that can occur when laws are broken.

Visits from authorities such as the Police; Fire Service; Ambulance staff etc help to reinforce this message. The Community Police work closely with the school council to tackle issues that are relevant to our school, in particular the issue around safe parking around school.

### **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 safely, through the provision of a safe environment and empowering education.

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 and PSHE lessons.

Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.

## **Mutual Respect:**

Acts of Worship regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated throughout school, as well as our behaviour policy. Respect is one of our half-termly themes for worship and all contributors to our Worship from the community champion this particular school principle.

When a child does something well their achievement is celebrated in a weekly 'Stars of the Week', with parents and family invited. Part of our school ethos revolves around core values including respect, excellence, enjoyment and reflection. Pupils have been part of discussions and worship is related to what this means and how it is shown.

These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. Additional support is given to individual children to help develop self-esteem and the concept of respect. The Learning Mentor helps support pupils who need additional support.

## **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. We have visits from the local Reverend as well as church members who run a regular 'Open the Book' assembly.

We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faith buildings.

We use Worship to explore and understand the similarities between religions. Curriculum topics include learning about and, most importantly, **from** other faiths and misconceptions between religions are addressed as well as prejudices that have been expressed by the community.

Prejudice and prejudice-based bullying are addressed through Acts of Worship and the PSHE curriculum. We follow the Cheshire Agreed syllabus for RE and use the SEAL materials to enhance PSHE teaching.