



## ALPHA PREPARATORY SCHOOL BRITISH VALUES POLICY

This policy relates to the whole school, including the Early Years Foundation Stage (EYFS).

### Promoting British Values at Alpha Preparatory School

The Department for Education have 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 understanding of those with different faiths and beliefs.” This forms part of our pupils’ Spiritual, Moral, Social and Cultural (SMSC) development.

At Alpha Preparatory School these values are reinforced regularly and in the following ways:

- **Our Curriculum**

- ❖ The EYFS provides a solid foundation to encourage a child’s understanding and acceptance that we live in diverse communities with many different cultures and lifestyles. The early learning goal, Understanding the World, clearly states that ‘children talk about past and present events in their own lives and the lives of family members...they know about similarities and differences between themselves and others, and among families, communities and traditions.’
- ❖ In 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.
- ❖ In geography, pupils study how different cultures live and work throughout the world. For example, St Lucia and Guyana.

- ❖ As part of their history lessons, Year 6 learn about the contribution of British Empire troops across two world wars. This is linked with Remembrance Day commemorations where children purchase poppies and a two-minute silence is held. In years past, students from the school were invited to lay a wreath at The Cenotaph for Remembrance.
- ❖ As a whole school, we have celebrated, and will continue to celebrate, the Olympics and Paralympics. Children have enjoyed an Olympic themed sports day and Olympic themed weeks with activities in all subjects relating to sports or the culture and/or history of the host nation.
- ❖ Examples of positive contributions from different groups (gender, culture, religion and ethnic origin) are used in lessons.
- ❖ Royal celebrations play a large part in our curriculum; for example, the Queen's 90th Birthday was an important event for the school, with a 'street party' event held on the school playground and traditional children's party food served to all. The school also held a special assembly to mark the Queen's passing, and sang the National Anthem in reference to the new King.
- ❖ Our assemblies 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 PSHE and RS 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.
- ❖ Pupils across the school are given opportunities to debate global issues as part of the Jigsaw programme. For example, caring for the environment, global pollution, plastic in our seas, fair trade and human rights. The School Council also plays a big part in relation to school democracy.
- **British Values and the Jigsaw PSHE programme**
  - ❖ The Jigsaw PSHE programme helps 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 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).
  - ❖ Please see the document link for more information: [UK-British-Values-in-Jigsaw-by-Lesson.pdf \(jigsawpshe.com\)](https://jigsawpshe.com/UK-British-Values-in-Jigsaw-by-Lesson.pdf)

- **Democracy**

- ❖ Each year the children decide upon their Class Rules and the rights and responsibilities associated with these. Each class creates their own 'class charter' which they agree to follow. Once discussed, the class charters should be displayed in each classroom.
- ❖ Children have many opportunities for their voices to be heard. We have a school council who canvass the views of their peers about a variety of issues and bring these to their meetings with the School Council Co-ordinator. The pupils have input into a wide array of areas, such as lunch menus, anti-bullying activities, safety issues, etc.
- ❖ Our School Council members are democratically elected annually and regular meetings also follow a democratic decision-making process.
- ❖ Democracy is taught, explored and discussed in all year groups as part of the Jigsaw PSHE programme.

- **The Rule of Law**

- ❖ The importance of laws, whether they be those that govern the class, the school, or the country, is 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 law enforcement, how members of the law enforcement teams govern and protect us, and the responsibilities that these involve, as well as the consequences that can occur when laws are broken.
- ❖ Visits from authorities such as the Fire Service, TfL and a local JP help to reinforce this message. Visits have been arranged to Hazard Alley Safety Centre and the Harrow Junior Citizen Event, which gives practical opportunities to further develop personal and citizenship values.

- **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. A team of Pupil Digital Leaders, work closely with our E-Safety Coordinator to promote understanding of responsible use of the internet and digital technology.
- ❖ Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in extra-curricular clubs and opportunities.

- **Mutual Respect**

- ❖ Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. When a child does something well outside school their achievement is celebrated in a weekly Head Teacher's 'Celebration Assembly'. Children are encouraged to share their individual interests with the school community and to celebrate the talents and interests of others. A regular slot is available for any child or group of children to make a presentation for their peers, whether that be singing, dancing, reading a favourite poem, playing a musical instrument or other activity. This allows children to perform confidently in concerts and at Prize Giving, proudly sharing in each other's successes.
- ❖ These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. Additional support (mentoring) is available for individual children to help further develop the concept of respect.

- **Understanding 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 value first hand experiences and as a result we seek to build understanding and respect of different faiths and beliefs through the study of a variety of faiths. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Visits to places of worship are embedded into the curriculum.
- ❖ We use assemblies and PSHE lessons 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 media or community.