

Heatherley Primary School



Promoting British Values Policy

British Values at Heatherley 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 Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014.

At Heatherley Primary, our aim is to build an environment where all learners take pride in themselves, the school and their community. Have respect for each other and achieve well. We maximise every opportunity to promote British Values in everything we do for all of our learners, regardless of their background. Our aims support all to develop as well rounded citizens.

Student Voice activities are undertaken to ensure that all learners exercise their democratic rights and feel part of big decisions within the school. By ensuring that behaviour expectations are clear within the consequences system, we aim to ensure that all learners respect and uphold the rules. This is done so that our children can see the difference between right and wrong.

Children are given the opportunity and freedom to be individual in their work. The freedom to be independent in their work gives our students ownership and allows them reflection time which will be a valuable skill for their future. Our PSCH curriculum is designed to develop reflection; our learners consider how their behaviours can affect the wider society.

Heatherley Primary School actively promotes the tolerance of different faiths and beliefs whilst challenging those who express opinions that conflict with British Values.

Radicalisation and Extremism

Heatherley Primary School believes and actively supports the view that all students should be protected from radicalisation and extremism. Our approach to this is in line with the Government's CONTEST (the counter terrorist strategy) and PREVENT (stopping people becoming terrorists or supporting terrorism) strategies.

Radicalisation is the process by which people come to support terrorism and extremism, and in some cases participate in terrorist groups. Extremism is the vocal or active opposition to fundamental British values.

Our 100% commitment to safeguarding student welfare means we are vigilant to monitoring vulnerability to radicalisation including:

- Family tensions
- Sense of isolation
- Migration
- Distance from cultural heritage
- Experience of racism or discrimination
- Feeling of failure

British Values	How Demonstrated	Evidence
Democracy	- Promoting the importance to listening to all views - Debate arguments for and against - Getting involved and interacting with others - Being able to express views in a peaceful manner - Vote and respect the result of the majority	- Classroom discussions - Social times - Assemblies and Mentor Time - Peer feedback / assessment - Communication of views in lessons - SOW content in: - Geography - History - RE - Performing Arts - PE - English & PSHE
Rule of Law	- Making sure that rules and expectations are clear - Knowing the difference between right and wrong - Understand that rules help and protect - Respect the rules	- Consequence system - Police support for laws broken on site - Application of the behaviour policy - Assemblies and Mentor time - SOW content in: - Geography - History - RE - Performing Arts - PE - English & PSHE
Individual Liberty	- learners taking responsibility for their own behaviour - Challenging stereotypes and bias - Being an anti-bullying school - The promotion of independent learning, self-esteem and self confidence	- Attitudes to learning system - Consequences system - Behaviour Policy - Random acts of Kindness - SOW content in: - Geography - History - RE - Performing Arts - PE - English & PSHE
Respect & Tolerance	- Promoting respect in and around the school - Having respect for our own and other cultures - The ability to celebrate differences in faith, ethnicity, disability gender and families	- School aims & objectives - Theme days/weeks - Assemblies and Mentor Time - Participation in PE and extra-curricular activities - SOW content in: - Geography - History

		- o RE - o Performing Arts - o PE - o English o PSHE
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Family of Schools Statement – Fundamental British Values

Our schools meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Through ensuring pupils' SMSC development, we actively promote fundamental British values.

- We establish a strong school ethos supported by effective relationships throughout the school.
- We provide relevant activities beyond the classroom to ensure pupils' SMSC development.
- All Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- Our pupils understand that while different people may hold different views about what is 'right' and 'wrong', all people living in United Kingdom are subject to its law. Our school's ethos and teaching, support the rule of British civil and criminal law.

Fundamental British values

Our schools promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

Through our provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Outcomes & Impact

Through promoting fundamental British values, our children foster;

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Within our school we;

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to; and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;

- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.