

Meadowside CP School and Nursery



British Values Curriculum Policy

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Headteacher	Mr S Wright
Chair of Governors	Mrs J Warburton

Promoting British Values at Meadowside Community Primary School

Introduction

The DfE 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, mutual respect and tolerance of those with different faiths and beliefs." In June 2014, the government further emphasised the important role that the promotion of British values can play in education.

At Meadowside Community Primary School, these values are an integral part of our school culture to ensure that the children we teach leave our care prepared for life in modern Britain.

At our school, we believe that the strong values we hold are at the core of our school ethos. We believe that these values set the high standards of behaviour and attitudes our children display in school, in the choices they make and their involvement within our community.

At Meadowside, British values are promoted across many areas including school assemblies, Religious Education and PSHCE sessions as well as within the wider teaching of the curriculum. We believe our school values compliment British values in many ways.

As a school, we promote good health and fitness along with healthy eating (we are a healthy school), perseverance, optimism and a "can-do" attitude in all. We encourage our children to have a 'Growth Mindset' attitude, where they embrace challenges, problems and learn from their mistakes.

We celebrate each child's success and encourage them to take pride in their own, as well as others', achievements. We engage children in a creative curriculum that is tailored to their needs and reflects the context and community in which they live. At all times we seek to inspire children with a love of learning which will remain with them throughout their lives. Together, as a team, we aim for all children to succeed to the very highest standards. Children have opportunities to work both individually and collaboratively, giving them confidence, skills, independence and the self-esteem needed to be successful in a rapidly developing and changing world.

As well as actively promoting British values, we are also proactive in challenging pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

Meadowside is a 'Rights Respecting School' and is currently working towards the Unicef award. Unicef works alongside the school to create a safe, inspiring place to learn, where the children are respected, their talents are nurtured and they are able to thrive. This award ensures that the children's rights are embedded into the school's ethos and culture.

'Pupils' spiritual, moral and cultural development is well developed. Through the curriculum pupils become aware of different faiths, cultures and festivals. Pupils also understand the importance of democracy and of being able to speak freely. For example, elections to the school council follow a democratic approach. Through lessons, assemblies and displays, the school promotes positively how others should be treated and the value of truth, honesty and integrity. As a result, when pupils leave the school they are well prepared socially and academically for life in modern Britain and the next stage of their education.' **OFSTED Report 2015**

Here are some of the ways we promote British Values in our school and its community:

Democracy:

Democracy is a key element within school life. Our pupils have the opportunity to have their voices heard and are encouraged to share their opinions through class-based discussions, via peer-elected School Councillors and pupil voice questionnaires. In order to join the school council, pupils must go through a democratic process, which includes the candidates making speeches and pupils voting anonymously. During the election process, the children learn about democracy. The School Councillors represent their respective classes and feedback following every meeting. Every child is a member of a House, which promotes teamwork, collaborative working, sharing and making decisions and representing one another.

Children at Meadowside play an ever-increasing role in school leadership. Offering their opinions within Circle Time discussions and via the mouthpieces of their peer elected School Councilors, every child has a voice that can be heard and that is listened to.

Democracy is also promoted further, through PSHE lessons and whole school and class assemblies. Each month our assemblies have a theme linked to a core value. Children's ideas and understanding is gathered and shared. Over the month their understanding of the core value is developed.

Young Leaders are trained to lead the organisation of playground games and to look after equipment. Teamwork is modelled by staff and constantly and consistently encouraged in the children. Members are of equal importance, whatever their contribution; every voice is heard; and every opinion valued, even when it is not agreed with! Staff also have opportunities to have their voices heard and opinions sought through questionnaires and regular meetings.

Our Behavior Policy proactively rewards considerate and collaborate action – whether in class, on the playground or around the school. Our Golden Rules highlight the need to listen to others and value their opinions. We endeavor to instill in every child the knowledge that whoever they are, they have the ability to make a difference – and they DO.

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 behavior and through school assemblies. Pupils have a great input in writing both individual classroom and whole school rules. Each class democratically decides their class rules, against which behavior in class is judged.

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.

We work closely with and have visits from authorities such as the Police (PCSO); Fire Service, School Nurse and School Governors; etc. These are regular parts of our curriculum and calendar and help to reinforce this message. The Rule of Law is also reflected in our school values and in our Hopes and Dreams week.

Children are regularly rewarded and praised for demonstrating good behaviour in and around school. This is recognised through such rewards as 'Star of the Week', notes home, Dojos, House Point system and Celebration assembly. Celebrations and 'magic moments' are also recorded and shared with others, including on our weekly newsletter. Children are fully aware of rewards and sanctions as per our Positive Behaviour policy. We record serious behaviours in our Behaviour logs and send red letters home for extreme or violent behaviours.

Through assemblies and PSHE lessons, children are taught how to earn respect and trust each other. This is developed through giving them the opportunity to exhibit these behaviours such as leaving the hall, entering the building from play and lunch independently to show that there is a mutual trust and respect. Children are supported to develop a strong sense of morality; knowing the difference between right and wrong and always making the right choices and recognising consequences when they do not. All our staff receive annual training in Safeguarding and we have a dedicated school team who meet regularly to constantly review Safeguarding procedures and actions throughout the school concerning safeguarding. All staff keep detailed class safeguarding records.

Individual Liberty:

At Meadowside, 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 informed choices, through a safe environment and an empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons. Through our school values, the PSHE programme of Study and the wider teaching of the curriculum, children are actively encouraged and taught to make choices, knowing that they are in a safe and supportive environment. They are encouraged to be ambitious and are set high aspirational targets. In addition to this, through choice of challenge during lessons, of how they record, of participation in our numerous extra-curricular clubs and opportunities, children are given the freedom, opportunities and encouragement to make choices and follow their interests. Our numerous extra-curricular clubs are wide ranging and inclusive and planned to ensure a wide range of activities that maximise various involvements from sports, arts, games, social to skill developing. Furthermore, our wide range of extra-curricular activities offer our pupils the chance to challenge

themselves whilst supporting them to develop their skills and talents in a range of areas.

Through focused lessons, local PCSP support and regular guidance, children are taught how to keep themselves safe, including whilst on-line. We work closely with the NSPCC who visit the school every year to lead assemblies and focused lessons on ways to keep safe. Our cross-curricular topics and wide and varied curriculum is carefully planned to provide all of our children the opportunity to succeed, enjoy and demonstrate their gifts. We have two dedicated Nurture staff who support, advise and guide the children who may feel vulnerable and need time to talk and share their feelings. We hold regular pastoral sessions in which children have the opportunity to meet together to share their positives and worries. All children have the right to challenge behaviours that stop them from accessing the curriculum, from school life and from enjoying their rights.

Making the right choices and being forgiven and enabled to try again when they make the wrong ones, – underpins our behavior management strategies. Within set boundaries, children are educated to make choices safely, through the provision of an empowering education offering extensive opportunities. In this way, it is our aim that our children will be able to evaluate the society in which they live and to make the informed, independent choices of good citizens. One of our Golden Rules is “We work hard and try our best” which links to our whole school value of endurance.

Mutual Respect:

Part of our school ethos and behavior policy has revolved around the core value of 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Pupils are immersed into practicing respect daily within the classroom and throughout whole school life. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behavior policy.

All staff treat each other and the children in our care with respect. We respect and value one another's person, property and opinions, regardless of whether they are different to our own. Children display excellent manners throughout school and support each other with this. All staff model such behaviours consistently.

Through our inclusive ethos, school values and curriculum teaching, children are taught to respect each other, to cooperate, support, collaborate and look for similarities whilst also tolerate and being understanding of any differences. Children regularly support one another with class teaching, peer assessment and learning.

Assemblies focus on helping children to understand specific special needs, differences and develop mutual respect. Themes explore and develop their understanding as well as additional PSHE lessons. Through our RE curriculum, children are given the opportunities and teaching to develop a wider understanding and respect for people from all races, religions and abilities. Our strong curriculum is inclusive as are our wide range of extra-curricular opportunities.

Our newsletter celebrates efforts and achievements, as does our website, giving our community the opportunity to respond to others achievements. Weekly celebration assemblies enable us to share and celebrate effort and achievement both inside and outside school. In all sporting activities and competitive events, children are taught to respect one another and show good sportsmanship.

Tolerance of those of Different Faiths and Beliefs:

We actively promote diversity through our studies of different faiths and cultures. Tolerance 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. Assemblies also mark and celebrate significant religious festivals as do themes of learning across the school. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others, different faiths and beliefs.

Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children find out about places of worship that are important to different faiths. Children have the opportunity to visit different places of worship and we welcome visitors from different religions and beliefs. Within this, children learn about different religions, beliefs, places of worship and various festivals. RE teaching includes a major focus on other faiths. In school alongside Christianity, we teach about Judaism, Hinduism and Islam as well as incorporating any other faiths followed by children at individual class level. Their learning is often celebrated and displayed in classrooms and around school. Through the wide curriculum, children learn about influential people who have a range of beliefs across society. . Through relevant curriculum opportunities and collective worship, we teach our pupils about tolerance and how to build their own opinions whilst respecting those of other people.

We have high expectations of pupil conduct and this is reflected in our Positive Behaviour policy and Equality policy.

We celebrate significant days linked to other cultures as well as remembering significant days in British history, e.g., Remembrance Day.