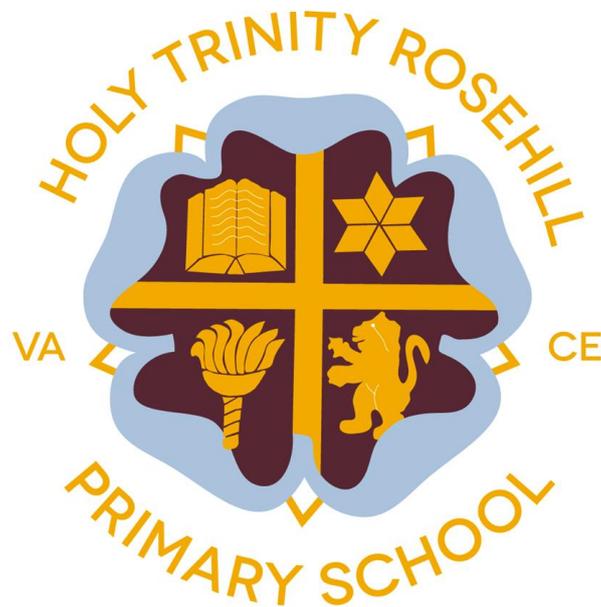


# Holy Trinity Rosehill VA CE Primary School



## British Values policy 2016

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### Policy for British Values

#### **British Value in Holy Trinity Rosehill (CE) (VA) Primary school.**

##### **Statutory Requirements.**

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 this year (2014).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

##### **Being part of Britain.**

We value and celebrate the diverse heritages of everybody at Holy Trinity Rosehill. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Remembrance during the Autumn term, and what could be more British than a trip to a pantomime around Christmas time! We also value and celebrate national events, a recent example being the Queen's 90th birthday. Additionally, children learn about being part of Britain in our curriculum. A few examples are:

##### **Geographically:**

- its capital cities and counties, its rivers and mountains
- how 'Great Britain' differs from 'England' and 'the United Kingdom'
- where Britain is in relation to the rest of Europe and other countries in the world.

Historically: Learning about life in Britain during World War two, life in Britain since the 1930's, just to mention a few topics.

In addition to these subjects, we are making British Values links in all other subjects; PSCH, Art, Music, R.E, Science as well as during our Class worship assemblies, Celebration assemblies and Collective worship in Church.

#### **Outline of how we teach the British Values in our school.**

##### **Democracy**

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.

Pupils also have the opportunity to air their opinions and ideas through our School Council and questionnaires.

The elections of the School Council are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

Senior Leadership and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on which reward they want to hand out first during Celebration assemblies.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **The Rule of Law**

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced.

Our 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 ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

### **Mutual Respect**

The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

Senior Leadership create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

### **Tolerance of Those with Different Faiths and Beliefs**

Our core value of Respect ensures tolerance of those who have different faiths and beliefs.

We enhances pupils understanding of different faiths and beliefs through religious education studies; P.S.C.H.E. work; welcoming visitors from other schools and enjoying a depth of study during themed weeks.

### **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 our pupils to make choices safely, through the provision of a safe environment and an empowering education.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.C.H.E. lessons.

Whether it is through choice of challenge or participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices. Children develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to experiment in mixing colours, talking about their experiences and learning. Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

### **What we teach to pupils in Holy Trinity Rosehill (VA) (CE) Primary school.**

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 for and respect for their own and other cultures.

Encourage respect for other people.

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.

### **Examples of actions schools our school took on to promote British values**

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 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 such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view

Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

By teachers explaining the meaning of the value

By pupils reflecting on the value and what it means to them and their own behaviour

By pupils using the value to guide their own actions

By staff modelling the value through their own behaviour

By ensuring that values are taught implicitly through every aspect of the curriculum

Through the work of the school council

By involving all staff, governors and parents in the values programme, through newsletters which explain how school and home can work together to promote positive values

### **We also outline the importance of rights and responsibilities within our policies and procedures.**

•I have the right to be heard

•I have the responsibility to listen to others

•I have the right to be safe and healthy

•I have the responsibility to keep myself and others safe and healthy

- I have the right to learn
- I have the responsibility to do my best at all times and look after equipment
- I have the right to have friends
- I have the responsibility to be kind to others
- I have the right to be myself
- I have the responsibility to respect others' differences.

### **Monitoring and Evaluation of Policy**

The effectiveness and the implementation of this policy will be monitored by the Head teacher and the British Values co-ordinator on a regular basis. Certain sensitive aspects of the curriculum and their implementation will be regularly reviewed by the Head teacher, British Values co-ordinator and staff and, if appropriate, parents and governors will be consulted. New initiatives will similarly be reviewed and implemented when appropriate.

### **Management**

The Co-ordinator will:

- Raise awareness amongst all staff of their contribution to promoting British Values
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Provide appropriate support and training for staff.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme.
- Carry out a continuous process of review and development of British Values as part of the annual cycle of school improvement.
- Attend relevant LEA courses and network meetings.

The British Values policy will be reviewed annually by the co-ordinator.

Date: May 2016