



Rossett Acre Primary School

Promoting British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.**

We regularly promote these values through our own school values, curriculum and wide range of enrichment activities.

Fundamental to our promotion of British Values is our encouragement of 'The Golden Rule' - a human value shared between all major religions: that you should treat others as you would want to be treated. (see Appendix)

Value	How We Promote It
<p>Democracy</p> <p>Links to: Respect Tolerance Understanding Responsibility Trust Rights Hope</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> • We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage volunteerism in and out of school. This includes things like class monitors, Eco-Committee class representatives, Recycling Monitors, House Captains, Digital Leaders, Sports Crew, Peer Listeners, lunchtime helpers and also raising money for local and national charities. • Children are part of shaping the curriculum and policy development in the school. School Council contribute to policies that will directly impact them, such as the Behaviour policy. The council vote on how the school consider taking part in events within school such as Red Nose Day, Sports Relief and Children in Need. • Children are part of the selection process for senior staff members. The school council were involved in the appointment of our new Deputy Head Teacher. • Democracy is taught through historical research of the Romans (Y5) and Ancient Greece (Y4) topics. There are units of work and assemblies with links to Black History Month as well as the 'Prevent For Schools' Website and resources. The focus is on good quality multi-cultural education. • Y5 participate in an inter-class debate in the local council chamber as part of their English unit of work on discussion and debate • Democracy is also promoted through additional SEAL/PSHE lessons and assemblies. • The school has an active 'elected' governing body who hold the school to account and support the school. • There is an active PTA group who work in the best interests of the school and decide on school events and how to spend money raised by the community. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others in each year group - particularly at the start of the year, when each class draws up a Class Charter.

<p>The rule of law</p> <p>Links to: Respect Co-operation Courage Responsibility</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • We have an effective and robust 'behaviour policy and anti-bullying policy' in place. • High expectations of behaviour and conduct are encouraged in all areas of school (outside of school, classroom, playtime, lunchtime, clubs and extra-curricular activities). • We have a child friendly 'home school agreement' • Classes work with children to create routines, rules and a class charter. • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Friday Superstar' weekly awards as well as half termly 'Governor Awards for Exemplary Behaviour'. • Lunchtime supervisors reward children for their conduct with stickers and 'Top Table' invitations. • Through our contact with the public at school educational visits and from visitors within school, we have regular comments on the high standards of behaviour exhibited from our children. • Through our school assemblies, circle time and SEAL/PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • The local police officer / PCSO visit the school to talk to the children and explain about their role in society. • We teach the children about CEOP and the role they play in keeping our internet safe. We promote 'safer internet day' and the values associated with this. During Autumn and Spring Terms, all classes complete E-Safety themed lessons. E-Safety is promoted through each unit of work in Computing. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
<p>Individual liberty</p> <p>Links to: Respect Courage Responsibility Trust Hope Rights</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • Through Key Stage and Whole School Assemblies, children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our school values and the SEAL/ PSHE curriculum, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. Talents are celebrated and encouraged. • SEAL has specific units relating to individual liberty including 'Good To Be Me!' • Each year, we promote the national anti-bullying campaign. This is done through assemblies and classroom activities. • Throughout the year, the children have an opportunity to voice their opinions on the curriculum and areas of school life, for example: in Subject Leader Pupil Interviews and in the termly Curriculum Class Surveys. These are used to change and improve our provision. • PREVENT for schools - resources to promote multi cultural education are built into our curriculum. • Support is provided for staff for responding to concerns about extremism and radicalisation - see safeguarding audit.

	<ul style="list-style-type: none"> • Children are taught how to keep themselves safe, including on-line. This is done through road safety, stranger danger, e-safety lessons, assemblies and visits from organisations such as the local police and through the PSHE curriculum.
<p>Mutual respect</p> <p>Links to: Respect Friendship Co-operation Belonging Trust Honesty Humility</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> • Fundamental to our school values is The Golden Rule - 'treat others the way you want to be treated'. • Key Stage 2 have written a school song incorporating the Golden Rule. • The school follows a comprehensive Religious Education Programme, developed by NYCC. The RE teaching focuses on the groups of children and the predominant faiths in our community. Teaching is therefore relevant and purposeful. To develop respect within our community, the programme includes a wide range of visitors and visits to places of worship. • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Through our school's values, SEAL scheme, PSHE and circle time, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • The SEAL theme of 'Getting on and Falling Out' and 'New Beginnings' explores these issues well. • Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies were delivered focusing on helping other pupils to understand specific special needs, including an assembly on Braille Week. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • We have a dedicated Calm Room, and a Learning Mentor. Staff are skilled to support children who present in a way that shows that they do not adhere to our school policies (bullying, lack of respect for others etc).
<p>Tolerance of different faiths and beliefs</p> <p>Links to: Respect Tolerance/Understanding Belonging Trust Patience Hope</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our school Behaviour Policy and Anti- Bullying Policy. • Tolerance of different faiths and beliefs is promoted through the NYCC Syllabus for Religious Education • Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often shared in books, displayed in the classrooms or around our school. • This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan, Diwali, Rosh Hashanah, etc. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Y6 (CD class) have a class reader in Spring Term: 'My sister lives on the mantelpiece' which challenges tolerance of different faiths and opens up discussion about fundamentalism.

Term	SEAL theme	Value
1	New beginnings	Friendship Belonging Thoughtfulness Caring
2	Getting on and falling out	Co-operation Mutual Respect Patience Understanding
3	Going for goals	Responsibility Rights Trust
4	Good to be me	Honesty Trust Humility
5	Relationships	Respect Tolerance Understanding
6	Changes	Courage Hope

Through our school provision we aim to:

- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable children to distinguish right from wrong and to respect civil and criminal law;
- encourage children 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 children to acquire a broad general knowledge of and respect for public institutions and services;
 - 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.

The list below describes the understanding and knowledge expected of Rossett Acre children as a result of our school promoting fundamental British values:

- 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 combating discrimination.

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Appendix



