



British Values at Springhead Primary School

To become a happy and successful citizen in the 21st Century, children need to explore and develop their own values and beliefs, spiritual awareness and personal identify and take responsibility for their own behaviour.

They need to develop a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity and richness of other cultures.

Schools need to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background and leave school fully prepared for life in modern Britain.

At Springhead Primary we will actively promote fundamental British Values. These values are defined by the Government as being:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for those of different faiths and beliefs

Schools should be “actively promoting” these and encouraging students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010. “Actively promotes” means that schools need to be able to demonstrate what they are doing to secure these values and that everyone within a school community is challenging those who are expressing opinions to the contrary.

There are nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Springhead Primary School understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

The Headteacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.

1. Democracy

At Springhead Primary School pupils have numerous opportunities to have their views heard through pupil questionnaires and the talking groups.

Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

2. The rule of law

Springhead Primary School has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our pupils are involved in the creation of school rules to inspire them with this understanding.

At Springhead Primary School pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

3. Individual liberty

At Springhead Primary School we foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.

Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHE lessons.

4. Mutual respect

Respect is fundamental part of the Springhead Primary School ethos. Pupils are treated with respect and learn to treat each other and staff with respect.

5. Tolerance of those of different faiths and beliefs

- 5.1. Springhead Primary School acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.
- 5.2. Throughout the year, assemblies are held focusing on bullying, with reference to prejudice based bullying, and discussion is encouraged.
- 5.3. Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.
- 5.4. We encourage our pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

British Values will be embedded across the school and curriculum. The following are examples of what we do at Springhead Primary School to secure the British Values:

Democracy:

Whole School

Children will have an opportunity to express their views at the half termly talking groups.

Children will annually vote for a charity that we will support.

Year Group: - Foundation Stage

Children choose the Special People each week.

Some activities & resources are chosen by the children

During Golden Time children vote on which activities they would like to do.

Children have their own say during lessons & are encouraged to ask their own questions.

Children have their say during their own Talking Groups

Year Group: 1 and 2

Discussions during P4C (Philosophy for Children) sessions

Vote for reward time, book choices

Generating class rules at the start of term (SEAL new beginnings)

Local Area topic – Write to MPs / Councillors

Local Area – understand who is responsible for different services and facilities

Animal's topic – debate / express opinions and vote

How do we make sure that everyone in our country is looked after?

Year Group: 3 and 4

Discussions during P4C (Philosophy for Children) sessions

Choosing rewards (after marbles in the jar)

Ancient Greeks topic looking at democratic society laws

Debates within topic and literacy work

Introduce writing letters to local MP/councillors etc. through literacy (persuasive writing/letters/formal writing)

Year Group: 5&6

Discussions during P4C (Philosophy for Children) sessions e.g. Were Victorian employers in the potteries democratic? Who owns the rainforest?

Debate- should wild animals be kept as pets?

Thermometer-link with Shakespeare's text

Britain since 1930's –What did the suffragettes do? Is war ever justifiable?

Timeline of Talk- Local council- their role in our lives? Local councillor talk all children prepare and vote for 5 top questions to put to councillor.

Ancient Egypt- Is it fair that some people have so little when others have so much?

Year 6 apply for roles of responsibilities.

Using first news and news round in class and assemblies. Letter writing on local issues.

Rule of law:

Whole school

Establishing school rules.

Discussing the importance of both rule of law and individual liberty in assemblies.

School behaviour policy

Year Group: - Foundation Stage

At the beginning of the year children discuss what they think the rules should be in the classroom to make sure it is fun & safe e.g. no hitting, running etc

Children understand the behaviour programme used in the class, they understand the consequences & that they can choose right or wrong behaviour.

Children also understand that if the behaviour programme isn't working for them within the classroom then they go to speak to other adults e.g. another teacher or Headteacher

Year Group: 1 and 2

Generating class rules at the start of term (SEAL new beginnings)

Getting on and Falling out (SEAL topic)

Say not to Bullying (SEAL topic)

Traditional Tales – exploring laws (should Jack go to prison for stealing?) – mock trial

RE – parables

RE – Noah – should God be allowed to kill everyone?

Fireman's visit – rules, fire safety, dialling 999, responsible behaviour

Road safety and car safety

Year 3 and 4

Negotiate class rules

Opportunities to reflect on learning and behaviour during assemblies and circle time

Staff and student internet usage contracts

Links with local PCSO

Look at laws during different periods of history noting similarities and differences to laws today.

Year Group: 5&6

Discussions of class rules in September. Votes for reward systems.

Play leaders.

Y5 and Y6 Police visit and Y6 Police cadets.

Industrial Staffordshire- Working laws.

Literacy detective Y6. A murder investigation court case Y5.

Crash cars project Y6 and Bike ability - rules of the road.

Standon Bowers safety rules.

Britain since 1930 P4C- Is it always best to tell the whole truth.

Thermometer line-What should the punishment be?

Individual liberty:

Whole School

Assembly discussions about the rule of law and individual liberty.
Choices over clubs.
Individual choice of activities at playtimes.

Foundation Stage

SEAL topics
PSED curriculum
Behaviour programme
Celebration within the class on Fridays for those children who have been on a green star (parent information from home) & celebration of children who have had a praise point/s throughout the week & the giving out of prizes for silver & gold award achievers.
RE Curriculum

Year Group: 1 and 2

Classroom monitors
It's good to be me (SEAL topic)
Going for goals (SEAL topic)
Different clubs available for children to choose
Talking groups selecting a charity to support
School Rewards system
Harvest donations
Gold book and Endeavour cup celebration assemblies
Who is the most important (Chain of Being) – If everyone in the country did what they wanted would they all be happy?

Year Group: 3 and 4

Children are actively encouraged to make choices knowing that they are in a safe and supportive environment.
Choice in activities and ways of working and recording in lessons.
Open discussions in all areas of the curriculum
Choice of extra clubs and opportunities
Promotion through PSHE and safety lessons

Year Group: 5&6

Seal unit-rights and responsibilities.
Rainforest – Brother Eagle, sister sky. – Who owns the rainforest?
Police litter pick in local area.
Reward and consequence systems.
Childline visit and young carers visit.
Nurse visit linked to puberty and responsibility.

Respect and tolerance:

Whole school

This is fundamental to the school ethos.

Year 6 playleaders and lunchtime helpers

Promoting respect and good manners around the school e.g holding doors open, saying please and thankyou

Year Group: - Foundation Stage

SEAL topics

Study of other cultures through fun activities e.g. Chinese New Year, Divali

Myself & My family topic encourages the children to understand that their family is unique in some areas & it helps them to understand that other families have their own special times or events & ways of life.

Children have a buddy system with Y6

Links with The Gambia

Year Group: 1 and 2

RE – learning about different faiths through stories, festivals and ceremonies from Islam, Hinduism, Judaism and Christianity

RE – stories highlighting the morals and values of believers in practice

Links with the Gambia

Baptism re-enactment in the church

Reading buddies – developing respect for older children

Assemblies exploring different faiths

Say no to Bullying (SEAL)

Should we always tell the truth?

Should everyone be the same?

Year Group: 3 and 4

-RE curriculum including visits to different places of -PSHE curriculum

- Class topic celebrations from different cultures e.g. Diwali (whole school and class assemblies especially)

-Regular awareness of classroom resources to ensure stereotypes are challenged and our multicultural society is reflected within

-Gambia links

Year Group: 5&6

People of the rainforest and Africa- Discuss similarities and differences.

Port vale anti bullying visit.

Video links – Judaism in the home.

P4C- Do differences matter?

Empathy with an evacuee- ww2, link to modern migration.

Whole school celebration assembly each year presents learning about a specific religion.

In addition to these examples within lessons, British Values will be promoted across the whole school, in assemblies, talking groups, on the playground and around the school. Any discrimination and behaviour that is inappropriate will be challenged.

This British Values statement should be read in conjunction with other school policies including the Safeguarding Policy, Behaviour Policy and the Promoting Wellbeing by Preventing Extremism and Radicalisation Policy.