



## **Flakefleet Primary School**

### **British Values Policy**

#### **Introduction**

At Flakefleet Primary School, the aim of our British Values Policy is to offer all pupils, irrespective of gender, race, disability or religion, the knowledge, skills and understanding they need to lead confident, safe, healthy independent lives and to become informed, active, responsible citizens. The Department of Education 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”**

British values can play an important role in education. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and PSHE sessions. The values are integral to our ethos as a school which complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including ‘extremist’ views.

#### **BEING PART OF BRITAIN:**

We value and celebrate the diverse heritages of everybody at Flakefleet Primary School. 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, a whole school trip to a pantomime around Christmas time. We also value and celebrate national events, Bonfire Night, Shrove Tuesday, St. Georges Day, and we are looking forward to the World Cup later this year.

Further, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

**Geographically:** Our whole-school curriculum ensures that children have a better understanding of what Britain is, learning more about:

- 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:** Through the curriculum we have a great focus on British history. During the year children learn about an aspect of life and how this has developed and changed over time. Some of the topics are:

- Great Fire of London
- Seaside History (including Grace Darling)
- Lowry.

The government set out its definition of British values in the 2011 Prevent strategy, and these values have been reiterated by the Prime Minister this year. In our school, these values are reinforced regularly and in the following ways:

### **Democracy:**

Children, parents and staff have many opportunities for their voices to be heard at Flakefleet Primary School. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of one representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own budget and is able to genuinely effect change within the school; in the past, the School Council has set up a school stationery shop and planted flowers within the local community to improve the area. The Council are actively involved in recruitment and in providing teachers with feedback.

Other examples of 'pupil voice' are:

- children agree their Class Charter and the rights associated with these; all children contribute to the drawing up of the charter
- children have the opportunity to nominate and vote for others to receive a special Force Flakefleet award
- using Pupil Feedback forms, children are asked to respond and reflect on the teaching and learning
- children nominate various charities, then within their own class, select two to go forward to the School Council, who then vote to decide two school charities which we support over the course of the year

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. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

### **The Rule of Law:**

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example
- Year 5 and 6 children complete their bikeability, understanding the rules of the highway code

We expect pupils to understand that while different people may legitimately hold different views as to what is 'right' and 'wrong', all people living in England are subject to the laws of the land.

### **Individual Liberty:**

Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices around the participation in extra-curricular activities
- choices of school lunch
- choices of own reading book

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and PSHE lessons.

### **Mutual Respect:**

Part of our school mission statement focuses on core values such as respect and pupils have been part of discussions and PSHE lessons to what this means and how it is shown are carried out. Respect for others is promoted through our classroom and learning rules, as well as our behaviour policy.

We have recently introduced a new initiative into Year 6 called Job Junction, this encourages children to respect themselves and aim higher in life. It gives them more insight into the jobs that they could progress to with further education.

Not only do we promote respect for ourselves and the other pupils/adults within school. We also promote respect in the wider community, for example:

- the pupils visit the local church where they help to serve lunch to the parish members
- some pupils visit the town centre and work alongside the Fleetwood in Bloom company to try and improve the local area

### **Tolerance of those of different faiths and beliefs:**

Flakefleet Primary School is in an area which is not as culturally diverse as some areas in Britain. We feel that because of this we try to promote and celebrate different backgrounds and beliefs as much as possible.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or

whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Flakefleet Primary School enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, Geography and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world
- we enjoying celebrating and studying the differences in countries and cultures around the world such as Diwali, Chinese New Year, Holi,
- whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues
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### **Extremism and Radicalisation**

Something which is clearly not part of any British or European value is extremism. It is important to remember that whilst the threat from so-called Islamic State has been a focus in the Counter Terrorism and Security Act, the Prevent Duty is clear that extremism of all kinds should be tackled too. In England, far right groups such as Britain First and the English Defence League need to be tackled, too. Extremism is not a new topic in education, but schools have a relatively new statutory duty to pay “due regard to the need to prevent people from being drawn into terrorism”. As part of our PSHE we have set lessons which we teach about extremism as well as discussing any issues in the media.

### **Foundation Stage**

British Values in Foundation Stage is taught as an integral part of the topic work covered during the year. As part of the Knowledge and Understanding in the EYFS, the children are taught about different cultures and other countries. During RE they learn about different faiths and celebrate other traditions such as Chinese New Year. PSHE is a huge part of the Foundation Curriculum and children are taught to become respectful, safe and kind citizens, who are confident to give their views.

### **Monitoring and Review**

The PSHE subject leader and SLT are responsible for monitoring the standards of children’s work and the quality of teaching of this area. The subject leader supports colleagues in the teaching of British Values by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the Head Teacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The subject leader is responsible for reviewing samples of children’s work and visiting classes to observe teaching in the subject.

### **Equal Opportunities, including SEN and A&T Provision**

At Flakefleet Primary school, we work to ensure all pupils have equal access to the curriculum regardless of gender, religion, race or disability. To achieve this aim, care is taken in choosing and allocating resources, organising the classroom and in planning, assessing, monitoring, reporting and delivering the curriculum.

The SENCO will be involved in accordance with the school’s SEN policy and practice. Provision for meeting the needs of the able and gifted will be the joint responsibility of the class teacher; SENCO and

the PSHE subject leader. Children will be working at their own level in discussion times and extra support will be given where necessary.

### **Subject review and monitoring**

The PSHE Coordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of British Values, by passing on information and ideas, and delivering staff training as appropriate. We also hold staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources. The results of subject leader monitoring are then used to inform school improvement by feeding into the School Development Plan.

### **Links with other policies**

This policy links particularly to the following policies: Emotional Health and wellbeing, Sex and Relationships Education, Drug Education, Safeguarding and Child Protection, Behaviour, Anti-bullying, Computing, PSHE and Citizenship.