



Promoting British Values Policy

At Laurel Avenue Community Primary School we are committed to working closely and in harmony with our community and celebrating the diversity of the UK. We aim to prepare pupils for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values. We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society, in which individual members can feel safe, valued and can contribute to for the good of themselves and others. British Values are reflected in our ethos and are integral to our School Rules, Behaviour Policy and core school values which are adhered to by both staff and pupils.

We take opportunities to

- ◆ *acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past;*
- ◆ *join in with international sporting events and find out more about the countries that host them;*
- ◆ *support a number of charities that are selected by the Pupils and arrange fundraising events;*
- ◆ *invite members of the local community to our school events.*

British Values definitions

As a collective, pupils learn about each British Value and so we have pupil-friendly definitions which are:

DEMOCRACY – Using your vote so your voice can be heard.

THE RULE OF LAW – The law applies to everyone. It is equal and it is fair.

MUTUAL RESPECT – Treating others how you would want to be treated. Even if they have been unkind to you.

TOLERANCE – Making a space for other people's opinions (even if they seem different, odd, wrong or interesting).

INDIVIDUAL LIBERTY – As long as we do not break the law, we have rights and freedoms.

Embedding British Values at Laurel Avenue Community Primary School

In weekly assemblies, we focus on one of the British Values in detail each half term and this includes making links with SMSC.

<i>Half Term 1</i>	<i>Democracy</i>
<i>Half Term 2</i>	<i>Tolerance</i>
<i>Half Term 3</i>	<i>Mutual Respect</i>
<i>Half Term 4</i>	<i>The Rule of Law</i>
<i>Half Term 5</i>	<i>Individual Liberty</i>
<i>Half Term 6</i>	<i>Review of all British Values</i>

From Nursery to Year 6 we use the Jigsaw PSHE Scheme of Work. This scheme of work is broken down into 6 topics or 'puzzles' which are: Being Me In My World, Celebrating Difference, Dreams

and Goals, Healthy Me, Relationships and Changing Me. There are 6 lessons for each topic. Every lesson contributes to at least one aspect of pupil's SMSC development. This is mapped on each lesson and balanced across each year group.

Democracy - making links with moral, social and cultural development

Many of our school routines are built upon the concept of democracy. All pupils have the opportunity as an individual, as a member of a group and a member of a class, to influence decision making and to have a voice. They understand that they must use this voice responsibly.

Whole school approach

Pupils are regularly consulted both formally and informally about how their school might be improved.

- ◆ *Everybody has an opportunity to voice their opinions and contribute towards class and school rules. We make joint decisions about what rules are relevant to us and why we need them.*
- ◆ *We have a School Council who meet regularly. A democratic voting system is used to elect the members from each class.*
- ◆ *Pupils within the school have key roles and responsibilities including in the School Council and through a job allocation system in each year group.*
- ◆ *The School Council applies the democratic process and information is fed to and from the council throughout the year.*
- ◆ *During national and local elections we hold our own mock elections and discuss what it means to represent a political party and how a voting system works.*
- ◆ *Pupil voice is used as part of our subject leader monitoring and lesson observations. The school is also focused on increasing the use of surveys and questionnaires to hear teacher, parent and pupils' points of view.*
- ◆ *They see the example that is set with staff working cooperatively with parents, governors and each other to make the school the best it can be.*

Class approach

- ◆ *Class rules are agreed upon as a class through a democratic process at the beginning of the year.*
- ◆ *Throughout all learning pupils are encouraged to share their views in a supportive environment.*
- ◆ *Wherever there is an opportunity in the curriculum we enjoy discussing and debating ideas as well as learning about the history of democracy in our society. Pupils enjoy voting and understand this as a fair way of making decision (e.g. exploring environmental responsibility and provide opportunity for everybody to voice their opinions).*
- ◆ *How to work as a member of a team as well as team leadership are included in the curriculum for each year group.*
- ◆ *We follow the 'Jigsaw' PSHE Scheme of Work: Links to SMSC – Social skills – cooperate, resolve conflict, engage with the 'British values' of democracy and the rule of law.*

The Rule of Law - making links with moral development.

Pupils in our school understand the need for rules to make ours a happy and secure environment. Our Behaviour Policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply.

Whole school approach

- ◆ *Statutory and non-statutory policies are embedded across the school (e.g. Safeguarding, E-Safety, Health and Safety, Food Hygiene).*
- ◆ *Teachers' Standards and employee contracts are adhered.*
- ◆ *Our Rules, Behaviour and Anti-Bullying policies, Curriculum Drivers are a way of consistently reinforcing the rule of law.*
- ◆ *Pupils often reflect on the need to have rules and that breaking the rules has a consequence for themselves and others. Throughout the stages of the Behaviour Policy pupils have many opportunities to make the right choice and take responsibility for their actions.*
- ◆ *There are many opportunities around the school to create and follow rules: playground games, computer acceptable use agreement, and sports clubs.*
- ◆ *Our school works closely with our community police officer and our Year 6 pupils are Mini-Police.*
- ◆ *Community links and visits from authorities such as Police and Fire service help to raise awareness of rules beyond the school environment.*
- ◆ *We have visits from the local mayor and councillors who explain how the council operates.*
- ◆ *Rules and expectations are clearly explained to pupils when going out in the community.*

Class approach

- ◆ *In different subjects we have specific ground rules for safety and comfort. Pupils are helped to understand the reasons for these.*
- ◆ *When establishing the code of conduct in each classroom we discuss the need for rules and look at the code in the context of the school rules and the country's laws.*
- ◆ *There are many opportunities to create and follow rules in the classroom: class rules, PE lessons, Let's Get Cooking, tidying up time routines.*
- ◆ *Our rules and class reward systems reinforce the importance of rules to create a positive and safe learning environment.*
- ◆ *Issues to do with the rules we apply in school and how they appear in practice are discussed in circle time.*
- ◆ *We follow the 'Jigsaw' PSHE scheme: Links to SMSC – Moral development – recognising right and wrong and respecting the law.*

Mutual respect - making links with spiritual, moral, social and cultural development

We promote positive, polite and caring behaviour around the school. Pupils respect themselves, other people and their surroundings.

Whole school approach

- ◆ *Every individual is respected in our school and our actions towards one another reflect this.*
- ◆ *Respect is one of our school values. We recognise the importance of not only respecting one another but self-respect too.*
- ◆ *Forgiveness is one of our core school values and there is placed emphasis in PSHE on explicit teaching of emotional intelligences.*
- ◆ *Our rules, core values and positive school ethos encourage respect towards the rights of others and ourselves.*

- ◆ *All adults in the school model mutual respect by treating pupils with dignity and building positive relationships.*
- ◆ *Our welcome for visitors is part of the school ethos as is the focus on each child as an ‘ambassador’ when they are out in the community.*
- ◆ *We enjoy making links within the wider school community: all visitors are treated with respect. On trips and visits we are respectful towards environment, people we don’t know, others in our group and ourselves.*
- ◆ *We have high expectations of behaviour around the school which creates a respectful environment.*
- ◆ *We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued.*
- ◆ *We have a buddies system and pupils use the friendship bench when they are looking for someone to talk to or play with.*
- ◆ *Our extra-curricular clubs and enrichment activities focus on building self-esteem and self-respect. They also include team-building activities.*
- ◆ *The staff code of conduct ensures that staff behave towards each other in an exemplary way, setting a good example for the pupils.*
- ◆ *The language used between staff and pupils at all times is considered to be vital in showing how we respect one another.*

Class approach

- ◆ *Our class rules encourage respect for each other and our learning environment.*
- ◆ *We have high expectations of learning behaviours which promotes respect for each other.*
- ◆ *The use of ‘talk partners’ and group work allows pupils work together in harmony with others regardless of differences in attainment or gender.*
- ◆ *Opportunities are built in to allow pupils to share and celebrate each other’s achievements and experiences.*
- ◆ *Our PSHE curriculum includes topics on ‘friendship’ and what it means to be a good friend. We talk about relationships and our place within the family, the community and society.*
- ◆ *We follow the ‘Jigsaw’ PSHE scheme: Links to SMSC – Social development – appreciate diverse viewpoints, respect others.*

Tolerance - making links with spiritual, moral, social and cultural development.

We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.

Whole school approach

The school adheres to statutory frameworks such as its Equality, Diversity and Cohesion Policy, SEND Policy and Accessibility Plan.

- ◆ *Our behaviour and anti-bullying policies make it explicit to pupils that inappropriate behaviour or treatment of others due to differences is not acceptable.*
- ◆ *Every class celebrates diversity through recognising the languages spoken in each class on classroom doors.*
- ◆ *Our EAL (English as Additional Language) pupils are supported through a rich and diverse curriculum and are encouraged to share their knowledge to enhance learning.*

- ◆ *Key dates of festivals and significant cultural events are shared in weekly assemblies and whole school activities and events.*
- ◆ *Our RE curriculum allows opportunities to learn and be respectful of the cultural and religious viewpoints of others.*
- ◆ *We aim to do more than 'tolerate' those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.*
- ◆ *We believe that exploring and understanding other people's faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.*

Class approach

- ◆ *Within class, teachers will always challenge inappropriate behaviour towards others that may focus on race, religion or gender differences.*
- ◆ *Through our RE curriculum pupils learn about different faith, cultures, traditions, beliefs, families, ways of life, festivals and special days.*
- ◆ *Our RE curriculum follows the Agreed Syllabus for Durham and teaches about a range of faiths, religions and cultures.*
- ◆ *We invite representatives from different religions into our school and visit places of worship, respecting the rules that apply to them and the beliefs of those who use them.*
- ◆ *Pupils are familiar with the principles which different religions hold and explore the main world religions as outlined in the Agreed Syllabus.*
- ◆ *We follow the 'Jigsaw' PSHE scheme: Links to SMSC- spiritual and cultural – explore and experience beliefs and faiths.*

Individual liberty - making links with moral, social and cultural development.

The rights of every child are at the centre of our ethos. However, pupils also recognise the boundaries there must be too. Independent thinking and learning are encouraged and there are frequent opportunities for pupils to make their own choices. We place an emphasis on respecting difference and valuing creativity.

Whole school approach

- ◆ *Through an extensive range of after school provision pupils are given the opportunity to follow and develop their own interests and can try many different activities.*
- ◆ *We provide a range of lunchtime activities for pupils to participate in.*
- ◆ *Each year group studies the individual biography of someone who has had a particular impact on the history of Britain and who the pupils can empathise with. We try to select from a range of cultures and include those who came as immigrants to the country.*
- ◆ *UNICEF's Rights of the Child are shared and discussed in Key Stage 2 assemblies.*

Class approach

- ◆ *Pupils know that their opinions and ideas will be valued.*
- ◆ *Lesson planning allows for pupils to respond in a learning style that suits them, this helps to develop confidence and independence to think for themselves.*
- ◆ *Pupils are given opportunities to take on challenges and make individual choices.*

- ◆ *Through the curriculum pupils can consider the choices and freedom we have in Britain and compare with other societies and cultures e.g. Countries where pupils have to pay to go to school.*
- ◆ *We follow the 'Jigsaw' PSHE scheme: Links to SMSC – Spiritual development – enjoying learning about themselves, others and the surrounding world, using imagination and creativity.*

Monitoring and Review

Evidence of British Values is monitored regularly through book and planning scrutiny and pupil voice. Opportunities to promote British Values are evidenced on lesson plans. British Values is also evidenced under the following categories:

After school clubs

Assemblies

Class projects

Competitions

Homework projects

Lessons

Parent association

Parent training

Plays and performances

Sports events

Staff training/ CPD

Theme days/ weeks

Trips and excursions

All teachers are aware of the following non-negotiables and it is the responsibility of the SMSC and British Values subject leader and senior leaders to review, monitor and support colleagues with embedding SMSC and British Values through their teaching and other activities.

Non- negotiables

- ◆ *Know what the British Values and school values are.*
- ◆ *Maximise opportunities to incorporate British Values and SMSC in learning.*
- ◆ *Use explicit terminology so that it becomes familiar to Pupils.*
- ◆ *Know which British Values and SMSC strands are the focus of assemblies and re-inforce them in class.*
- ◆ *Explore each value through class discussion in an age appropriate manner.*

Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC and British Values is the responsibility of all staff. The SMSC, British Values and PSHE leaders will liaise with and report to the appropriate link governor.

Signed: G Davison

Headteacher

Date: September 2015

Signed: C Linfoot

Chair of Community and SMSC Committee

Date: September 2015

Review: September 2018