



# British Values in the Curriculum

The DfE have reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the 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. At our school these values are reinforced regularly and in the following ways.

Throughout the curriculum, we exploit many opportunities to teach the children about Great Britain and its history. For example, topics include:

- a geography focus on Mossley and the local area
- a geographical focus on map and fieldwork skills which will include a discussion about Great Britain and the wider world.
- a historical focus on key events from British history such as The Great Fire of London
- a historical focus on key periods from Britain’s past such as The Industrial Revolution, the Anglo-Saxons and the Romans
- a historical focus on significant people from Great Britain such as Samuel Peyps

We also mark and celebrate traditions and customs which are part of being British. For example, this will include festivals such as Harvest and Shrove Tuesday; local cultural occasions such as the Whit Friday walks where the school marches as part of the local community alongside all the other local schools and national events and cultural traditions such as marking Remembrance Day with a 2-minute silence.

## **Democracy**

Children have many opportunities for their voices to be heard.

We have a school council which meets regularly to discuss issues raised in class council meetings. The council is able to genuinely effect change within the school. Each class has two council members who are elected through a democratic process by their peers. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates nominate themselves through letter, make speeches, answer questions, pupils consider characteristics important for an elected representative and finally pupils vote in secret using ballot boxes etc. The school council representatives hold class council meetings on a regular basis in which they report back to the class and find out the views of their class members. The Year 6 school council representatives also attend a half-termly meeting of the Mossley and Carrbrook Schools’ Partnership student council with representatives from the other 5 primary schools and the high school. The Council have organized charity events, been involved in recruiting staff, taken action to improve the school grounds and promoted healthy lifestyles.

Children have an annual questionnaire with which they are able to put forward their views about the school and what it is like to be a learner in our school.

Our school behaviour policy involves rewards which the pupils vote on as a class group and they choose a treat for the class once all of the class have attained double bronze, double silver or double gold.

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.

Democracy is also discussed in assemblies particularly at a time of national significance such as General Elections.

Some curriculum opportunities are also exploited to teach children about democracy. This will include learning about life in Ancient Greece and the influence of this society that is still felt on the western world.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. At the start of the school year, each class discusses and sets its own rules and there is plenty of discussion about why rules are necessary within school and society as a whole.

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, Fire Service and Lifeguards help reinforce this message.
- 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

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

Children make these choices regularly:

- Choosing which area to work in in the EYFS classrooms
- Choosing their school dinners by pre-ordering from a menu
- Choosing which extra-curricular clubs to participate in

- Choosing which roles of responsibility they are keen to take on – School Council, Librarian, Running Energy Club for the younger children, being a mentor for a younger child etc.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.

### **Mutual Respect**

Our school ethos is built on having respect for others. All members of the school community treat each other with respect. This is evident in the very warm relationships of staff and pupils and parents. The concept of respect is regularly discussed in assemblies and is often referred to when dealing with behaviour. Our school motto is “Grow, Learn, Achieve Together” and the together aspect of this is seen to be very important and is evident in the warm ways that pupils care for each other and support each other.

### **Tolerance of those of Different Faiths and Beliefs**

As a school, we are increasingly diverse. However, the local area itself is not. Therefore, we place a great emphasis on promoting diversity and respecting everyone, no matter which faith and background they are from. We have 10% of our children who speak English as an additional language (and 8 different home languages spoken in school: Polish, Bengali, Mandarin, Spanish, Romanian, Greek, Urdu and Shona) and a further 3% who, whilst English is spoken as a first language, have a parent of different heritage or where another language is spoken at home.

Assemblies are regularly planned to address the tolerance of different faiths and beliefs either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforces this. We offer a culturally rich and diverse curriculum in which all major religions are studied and respected.

Specific examples of how we at our school enhance pupils understanding and respect for different faiths and beliefs are:

- Our topic cycle includes RE theme weeks which focus on some of the main religions of the world including Christianity, Islam, and Hinduism.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.
- Children visit places of worship that are important to different faiths.
- Children mark culturally important occasions such as Harvest Festival and the Whit Walks in which the school parades alongside the rest of the local community.
- Develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world.
- Learning about other cultures and countries with beliefs and religion being a part of this.

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.