

Simmondley Primary School

British Values

***“Learning Together-
achieving our best, supported by a happy and caring environment”***



British Values – what it means at Simmondley Primary School

In June 2014, David Cameron emphasised the important role that British values can play in education. Furthermore, how well a school promotes such values is an aspect of **Ofsted's inspection process**.

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at Simmondley Primary School. British values are promoted in so much of what we do, not least during Collective Worship, Religious Education, through our Strengths Curriculum, and PSE and Social and Emotional Aspects of Learning (SEAL) sessions.

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.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Simmondley. 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, Harvest

Festival during the Autumn term. We also value and celebrate national events, such as Red Nose Day or Children in Need, World Book Day and Fair Trade Week.

Furthermore, 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 topics ensure 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' (be warned: it's complicated!)
- Where Britain is in relation to the rest of Europe and other countries in the world.

Historically

During topics, children learn about an aspect of British life and how this has developed and changed over time. The actual topic depends on the interests of the children (and teacher!), but might include inventions and discoveries, or houses, or medicine.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Simmondley 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 two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council is able to genuinely effect change within the school; in the past, the School Council has planned the front playground area and chosen playtime equipment. The Council are actively involved in recruitment.

Other examples of 'pupil voice' are:

- Children agree their Class Rules and the rights associated with these; all children contribute to the drawing up of these.

- Children have the weekly opportunity to nominate and vote for others to receive a Strengths Certificate.
- Pupil Voice is encouraged as part of the This Week newsletter. Children are asked how they have contributed to the Strength of the Week.
- Using Pupil Questionnaires, children are asked to respond and reflect on the teaching, learning and behaviour.
- Children plan fund raising activities and help the PTA to raise money for example, through Talent Shows, second hand Book Sales or cake sales.
- Children are responsible for running Enterprise Events in and out of school.
- Children are also responsible for running some lunchtime clubs of their choice such as drawing club and mini-leaders.

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.

Rules and laws

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 Rules, 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 rules, 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.

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. 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 about how they record their learning.
- Choices around the participation in extra-curricular activities.

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 SEAL lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Although Simmondley Primary School is not greatly culturally diverse, we are still proud to promote and celebrate different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos – *To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life* – and it's one of our three school rights: *The right to be respected*.

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 Simmondley Primary enhance pupils understanding and respect for different faiths and beliefs are:

- Through Religious Education, our Strengths Curriculum, PSHE/SEAL 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, for example.
- Sometimes in Geography/History/Music/French we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues).

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Simmondley Primary School, such instances are extremely rare. They are treated seriously in line with our Positive Behaviour Policy.