

British Values



Wheatley Hill Community Primary School

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British Values

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

At Wheatley Hill, we think it very important that our pupils develop a strong set of values and principles, and that they question and understand what it means to grow up in British society.

Through a focus on multiculturalism and Britishness within our curriculum, we equip pupils with a mature, respectful and sensitive appreciation for difference and diversity. In discussing what it means to be British, children engage critically with stereotypes and prejudices and develop an understanding of how we can celebrate our heritage and home cultures whilst also embracing the ties that bind us together.

‘Right to practice own religion, culture and language.’ Article 30

We embed an appreciation of the values of fairness and democracy through our school ethos and curriculum. A strong pupil voice is established through the various committees children are members of such as the school council, eco-warriors and rights respecting team. The children develop an understanding of democracy in the voting process. Teachers constantly look for opportunities to develop a sense of democracy within the classroom. This may be voting on which class novel is to be studied or what game is going to be played. ‘Every child has a right to an opinion.’ Article 12

Our curriculum incorporates global learning and citizenship and where possible puts learning in a global context. Diversity, tolerance, compassion, empathy, self-awareness and open-mindedness to change are all attributes we want our children to develop. Here at Wheatley Hill we also embed UNICEF’s Rights Respecting Schools Award into all areas of the school. Children understand that ‘every child has rights’ Article 2 no matter where they live or the challenges they face.

Wheatley Hill Primary School is committed to serving its community. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Wheatley Hill Primary School is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students. Our challenging curriculum enables pupils to recognise the valuable role

that they play as emerging citizens in British society and active global citizens.
'Right to protect the environment and respect people.' Article 29

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

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

The school uses strategies within the National curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways school seeks to embed British values.

Democracy

The principle of democracy is consistently being reinforced at Wheatley Hill Primary School, with democracy processes being used for important decisions within the school community, for instance, elections being held for School Council positions. We believe that children need to practice democracy in as many aspects of school life as possible. The principle of democracy is also explored in the Global Learning programme, History, Religious Studies and the SEAL and the World curriculum as well as in lesson time and assemblies.

Statement	Evidence	Impact
The children at Wheatley Hill Primary School see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.	The establishment of a new School Council each year models the democratic process	Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.
	Partner and group work within class.	
	Work of the Rights Respecting School Steering Group (eco-warriors).	Children in school are able to use the language of respect.
	Drama and music activities	
	Assembly programme	
	Mediators	
	Sports Crew	
	Class decisions	

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at our school.

Students collaboratively agree expectations and charters which are displayed clearly around school. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce this message.

Statement	Evidence	Impact
The children at Wheatley Hill Primary School are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles	Class Charters Lunchtime Charters School Values Collective Worship Children are encouraged to provide their views on how behaviour is managed within school	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these Children all know that they have rights and what they need to do to ensure these rights are fulfilled.
Children are used to debating and discussing laws/rules and their application. Children are familiar with the local Police who visit to talk to them informally.	School Council Rights Respecting Steering Group Golden time / Behaviour rewards	They are able to discuss and debate philosophical issues in relation to these

Individual liberty

At Wheatley Hill Primary School, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at school educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and independent work.

‘Right to be protected.’ Article 19

Wheatley Hill Primary School has a robust anti-bullying policy and has in place a comprehensive Agreed Behaviour Policy.

Statement	Evidence	Impact
Our Values based discussions and acts of worship begin with discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views	Children are able to show independence in learning and to think for themselves Children understand that they are part of wider communities Rights Respecting Steering Group Sports Crew Junior Librarian	Children understand about the importance of accepting responsibility and of their right to be heard in school They are consulted on many aspects of school life and demonstrate independence of thought and action
Children are strongly encouraged to develop independence in learning and to think for themselves	School Council Suggestion boxes Mediators Open –Door policy	

Mutual Respect

Respect is a strong part of Wheatley Hill Primary School with our first school rule being *'treat others as you would like to be treated.'* Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments. We are a Rights Respecting School and we work with other schools as ambassadors of the UNICEF Rights Respecting School Award.

Right to protect the environment and respect other people.' Article 29

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

'Right to an opinion.' Article 12.

Statement	Evidence	Impact
Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our SEAL and the world and RE curriculum an Rights Respecting work	School Charters Rights Respecting School standard work Enrichment visits Behaviour Policy	Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves Children's behaviour demonstrates their good understanding of this value in action
Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment	SEAL and the World long term plan Geography curriculum Forest Schools Mediators Rights Respecting language modelled	Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions

Tolerance of those of different faiths and beliefs

This is achieved though equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Children benefit from a number of visits and visitors, including those from other cultures. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. Wheatley Hill Primary school is a non-denominational school and does not promote any religion above any other. We are very careful to deliver a broad and balanced Religious Education curriculum (compulsory for all pupils) which teaches the children what beliefs and values are important to world religions. It is the view of Wheatley Hill Primary School that it is through this understanding and knowledge children will develop tolerance.

Right to practice own religion, culture and language.' Article 30

Wheatley Hill Primary School strives endlessly to ensure that its students leave with the strongest foundation of values upon which to build a successful life and a successful contribution to our society.

Statement	Evidence	Impact
Tolerance of others is a fundamental principle of the school. We are a diverse community and we work hard to ensure that we promote tolerance of all regardless of faith or beliefs.	School Assemblies Collective Worship long term plan RE curriculum –follows guidance from Durham SACRE School Charters Rights Respecting School standard work Charity work Global Learning Programme Displays Discussions of current world issues	Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.