

Jesson's C of E Primary School

Promoting British Values- Policy and Practice

Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "being British". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is "Britishness?"

British values are defined as:

Ofsted Version	DfE Version
Democracy	Respect for democracy and support for participation in the democratic process
The rule of law	Respect for the basis on which the law is made and applies in England
	Support for equality of opportunity for all
Individual liberty	Support and respect for the liberties of all within the law
Mutual respect and tolerance of those with different faiths and beliefs	Respect for and tolerance of different faiths and religious and other beliefs

What does 'Actively promote....' mean?

- Focus, on and show how, the school's work is effective in securing these values
- Challenging pupils, staff or parents who express opinions contrary to British values

Aims

At Jesson's C of E Primary- and in line with the individual pupils' capacity to understand the concepts and ideas – we aim to:

1. Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision – making, through the democratic process. Children across school take part in annual elections to elect class representatives for the School Council.
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision – making processes and ensure they are listened to in school
- Hold debates in Year 5 and 6 so pupils learn how to argue and defend points of view
- Help pupils to express their views

- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged
- Democracy is also promoted through PSHE lessons and assemblies

2. Rule of Law:

- Have high expectations about pupil conduct and this is reflected in our Behaviour policy
- Through school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to have a strong sense of morality; knowing right from wrong and doing the right thing even when it is difficult
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this may differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

3. Individual Liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture, through the school anti bullying policy. This is reinforced through anti bullying week, assemblies and circle time.
- Follow the UNICEF rights respecting schools agenda
- Teach children how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside agencies.

4. Respect and tolerance

- Have high expectation of pupil conduct and this reflected in our behaviour policy

- Have tolerance of different faiths and beliefs which is promoted through Religious Education, PSHE and Collective Worship. Children learn about different religions, their beliefs, places of worship and festivals. Children's work on this subject is often displayed in the classrooms or around school.
- Promote respect for individual difference
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Develop links with all faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers