

TANKERSLEY C of E (A) PRIMARY SCHOOL

# BRITISH VALUES POLICY



***“A love of learning in a Christian environment”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2022

Next review September 2024



## British Values at Tankersley C of E Primary School 2022 - 24

### Intent

At Tankersley C of E Primary School, we uphold and teach pupils about the British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs



These values are taught explicitly through Religious Education (RE). They are also taught through the Personal, Social, Health and Emotional curriculum (PSHE) which is delivered through the 1Decision programme. We also teach the British Values through planning and delivering a broad and balanced curriculum. British Values features within the 'A World Without Judgement' Darlee module for children aged 8-11. We have achieved the following external accreditations, which demonstrate evidence of our commitment to British Values:

- Ofsted grade of 'Good' behaviour (2018)
- SIAMS grade of 'Outstanding' (2017)

*'Relationships between all parts of the school family are solid and there is a tangible sense of respect, love and care around the whole school. Pupils say they love their school; they feel safe and want to come to school. Parents speak highly about the staff and its leaders. They endorse the value of the school's faith foundation and the positive impact this has on their children.'*

The school takes opportunities to actively promote British Values through our daily worships and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

### Philosophy for Children and Global Education

We are developing Philosophy for Children (P4C) to enhance deeper learning and enquiry into learning through our creative curriculum and global links. We have a Global lead teacher who attends meetings at DEXY and then delivers CPD for staff from both Tankersley and schools within the local area. P4C facilitates a deeper understanding and promotes discussion to meet creative curriculum subject objectives and British values. We use P4C to widen children's understanding to help them learn to make connections to the wider world. We also use the Picture News resources to enhance our weekly worship and evoke discussions centred on British values and global issues.

### Implementation



At Tankersley C of E Primary School, these British values are implemented regularly and in the following ways:

#### Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The council meets every month with the Head teacher to discuss issues raised in class council meetings. The council has its own budget and is genuinely able to effect change within the school. The elections of members of the School Council are based on pupil votes. The children and staff actively work and live by the 5 school aims and classroom rules, which are created by the children; these are our 'Behaviour Codes'. These codes are available in each classroom and throughout school and are actively used by children and adults influencing what is an agreed acceptable behaviour. One of our school aims is Community Spirit; we strive to make links with parents. The Friends of Tankersley group allows parents to be involved in and to make decisions about their child's school life and teaching and learning through various workshops and learning events, e.g. phonics workshop, maths workshop, coffee morning reading breakfast etc. Parents are also excellent at supporting our whole school projects and fundraising events, e.g. School fundraisers, being involved in designing and making the costumes for Tankersley's Community Event and fundraising events for many charities.

#### The Rule of Law:

Pupils are taught from an early age the rules of the school. These are our 5 School Aims, Playground Rules and Safety Rules. Pupils are taught the value and reasons behind rules and laws, that they 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 help reinforce this message. We have a 'Traffic Light System' for behaviour. Postcards home and phone calls to parents have been introduced recently to reward children for always being on 'green' and living their life by the chosen set of rules. We also encourage children to celebrate their achievements by bringing them into school.

#### Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school, we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Through the use of many different teaching strategies including Kagan Structures we enable children to work together in groups and promote independence in learning. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly more involved in child-led learning and planning and delivering child led assemblies. We provide extra-curricular teaching for healthy eating through various cooking activities both as a class activity and whole school events. Children have the opportunity to apply for roles and responsibilities through the school job shop. This encourages the children to contribute to the wider school life. We also have ambassadors for English, Maths, Attendance and PE.

#### Mutual Respect:

Part of our school ethos and behaviour policy are based around core Christian values such as 'Respect', 'Community Spirit' and 'Responsibility' and these values determine how we live as a community at Tankersley Primary School. Displayed in our hall we have jars, which represent our core Christian values, when children demonstrate one of these values they are allowed to place a bead in the corresponding jar. The jars create a visual picture of our Christian values.



Worships are based on 'values for Life' and are central to how we expect everyone to go about their life at our school. Every week we celebrate the achievements of pupils in our Sparkle and Shine assembly. Children and adults alike, including visitors, are challenged if they are disrespectful in any way. Values are highly visible around the school and can be seen in posters, certificates and as part of our agreed behaviour policy. To enhance the children's understanding of diverse groups of people including those with disabilities we take part in national British sign language events and raise money for diabetes charities. The whole school participates in an anti-bullying themed week to heighten the awareness and consequences of bullying and anti-social behaviours. Pupils volunteer to be trained as peer mentors (B.O.T) where they support children to uphold the playground rules. A social intervention group takes place to encourage and teach children about the importance of sharing, listening, working together and respecting each other's opinions.

#### Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community, which is by large white British. Worships and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. During Bible Week, the children participate in various activities based around Christianity and are able to write prayers and work with Hand to Mouth. We are very proud to be linked to Mfensi Methodist primary school in Ghana and our 'Ghanaian brothers and sisters' are represented through photos around the school. Linked projects encourage children to consider similarities and differences between our two schools and staff make visits between Tankersley C of E Primary School and Mfensi Methodist primary school. Pupils knowledge and understanding of the worldwide church is greatly enhanced through the link with Ghana.' This work has been facilitated by achieving the International Schools Award. We celebrate 'Fair Trade' Day as a whole school encouraging children to research and discover differences and similarities between us and our people around the world. We have made links with a school in France and children frequently send and receive pen pal letters. Likewise, we use opportunities such as the Olympics and World Cup to study and learn about life and culture in other countries. In Year 3, the children have the opportunity to visit a Mosque and Hindu Mandir. We have a calm and reflective area outside of Class 1 this was funded by a grant from the Japanese Council. We have also participated in the 'Send a child to school' project and are working closely with other local schools to develop our International Schools work, having regular INSET meetings. We have also received a

substantial lottery grant that funded Tankersley Global Event, held at our nearby by Secondary School. We have received INSET training on P4C, in order to develop our children's discussion skills.

## **Cross-Curricular Links**

**Examples of the British Values being taught in the curriculum at Tankersley C of E Primary School.**

### **Foundation Stage**

As part of our daily set up in the Early Years Foundation Stage (E.Y.F.S.), children are taught the value of individual liberty through self-selecting their learning activities in the indoor and outdoor environments. The value of democracy is taught through collaborative decision making, such as choosing a collective class reward or deciding how to set up a role-play area. Curriculum planning is influenced by following children's interests to engage them in their learning. Children learn about the rule of law by understanding and cooperating with class rules, boundaries and routines. Children also learn to respect each other's views and opinions through circle time activities. They learn to share and cooperate with each other while they play together. Tolerance of different faiths and beliefs is promoted through learning about Hanukkah, Chinese New Year and Diwali.

### **Year 1**

In RE children, study Hinduism including learning about the culture and traditions of others. Through these, they learn about the similarities between Christian and Hindu faiths. Children learn to contribute to the life of the classroom taking on different roles and responsibilities. Together the children construct and agree a set of rules and are encouraged to reflect on their behaviour in relation to these. Children are taught the value of democracy through voting for their class name. Through circle time, session's children are taught to respect one another and other people in school. In PSHE sessions, children are encouraged to make healthy food choices.

### **Year 2**

In R.E, the children study the celebrations of Jewish and Christian Faiths. They also learn about the Jewish laws written in the Torah and the 10 commandments. They learn to show mutual respect for one another when working in their table groups or talk partners. The children learn about a family and school in Tocuaro Mexico recognising the similarities and differences between our daily lives. Children are actively encouraged to make personal choices about the foods they eat following their learning about Healthy Living. Each year in their PSHE lessons, the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. The children also learn about rules for keeping safe both indoors and outside in the wider world and we learn about how we can look after our environment. In our Circle Time, children are encouraged to use 'I agree', 'I disagree' phrases to show respect for opinions of others. Part of our Science curriculum focuses on respect and responsibility for the environment. We learn mutual respect in our Celebrations topic where we look at respecting other faiths. In history, we learn about two key historical figures Florence Nightingale and Mary Seacole who through adversity exercised their rights and personal freedoms and proved that determination could overcome prejudice.

### **Year 3**

In PSHE, children learn to develop a mutual respect for each other and how to resolve differences. The year begins with the creation of a class charter, which all children contribute

to. They learn to consider why rules are important and contemplate the consequences of a society with no laws. Through the study of Ancient Greece, children learn to appreciate how democracy came into being and how everyone's voice is important. Children learn how the freedom of choice is important through PSHE and in History; they learn the negative consequences of how invaders have imposed their way of life on those they conquer. In RE, children learn about Christianity, Islam and Hinduism and take an active interest in understanding different belief systems to their own. Children learn to appreciate diversity and cultivate an environment of tolerance and respect for all.

#### **Year 4**

In Year 4, the children learn about democracy by holding their own campaign and elections for their class council representatives. The reps listen to suggestions/problems from their classmates and report to the council. Children vote on certain issues to do with school and everyday decisions, such as which book to read to the class at story time. The rule of law is taught by following their own class rules and the school golden rules. The children have a good knowledge of behaviour systems and consequences. Individual liberty is encouraged by the children expressing their own views and reinforced by their work on anti-bullying and e-safety. Children are also taught the information necessary for them to make their own choices about healthy living and lifestyles. Mutual respect is expected of all the children and adults in Class 4. We encourage the children to give positive feedback to each other for their written work, music and PE. Tolerance of those of different faiths and beliefs is taught through our study of the Tudor period and the break with Rome and persecution, which followed.

#### **Year 5**

Our lessons equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. In Maths, we prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. Through our RE lessons we are taught to tolerate other faiths through the teachings about Islam. They also look into the similarities between Christianity and Islam. To encourage democracy the class decides what our rules are and why we need them to succeed. Through texts studied in our English lessons, e.g. 'Piggybook' they learn about respect for women in society, particularly mothers. We challenge gender stereotypes and learn that everyone has a role to play in their household. To encourage democracy, if decisions need to be made, a class vote is taken. Children learn about the importance of recycling and how it can affect future generations. They understand that changes will start to happen as they develop and that some of their peers will change at different times. Through PHSE, the children learn to respect each other's opinions and understand that sometimes, there is no 'right' answer, just different opinions.

#### **Year 6**

Children in Year 6 are responsible for monitoring and facilitating, worships. Children reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals. They learn to recognise their increasing independence and that this brings increased responsibility and tolerance of other people's opinions and ideas. Each year in their PSHE lessons, the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. Through their history topic on World War Two, children are learning about Europe's fight for freedom and a democratic Europe. They are studying the leadership of women during the war and how this impacted on women's voices being heard. They use a voting system to elect the Year 6 council members. As part of their PSHE, children visit 'Crucial Crew' where they are taught to make the right choices surrounding use of the internet, railways, drugs and alcohol. They learn about the rules that are in place in society to prevent misuse of these and learn how to keep safe. Children continue to build on the value of individual liberty making choices on their

residential visit to Kingswood. This trip promotes both independence and responsibility. Mutual respect is a value learnt from an early age and this is re-emphasised in Year 6 with the Reading & Maths Ambassador system with KS1. Children give and receive respect from their buddies acting as positive role models in the school environment and society. In R.E, they are learning to respect and tolerate other faiths through their RE lessons themed around comparing monotheistic faiths. Year 6 pupils participate in the Hand to Mouth Labyrinth in RE which helps children to reflect on the transition to Secondary school and becoming part of a new community.

### **Impact and assessment, Recording and Reporting**

To understand how citizens can influence decision making through the democratic process we:

- Elected school council
- Elected Worship council
- Pupil Voice
- Classroom Monitors
- Year 6 Ambassadors
- Playtime Buddies
- Voting on charities to support
- Pupil questionnaires
- Writing balanced arguments in English
- Pupils taking part in debates

To have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety we:

- Ensure school rules, including safety rules, are understood and consistently applied
- Opportunities for pupils to distinguish between right and wrong
- Pupils learning about lawmakers and the development of English law in history
- Visits from the emergency service
- Restorative Justice
- Safety rules and their importance
- Bikeability and road safety

To understand that there is a separation of power between the executive and the judiciary we:

- Explaining to pupils how rules are made in the school and how laws are made in Britain
- Visits from magistrates and MPS
- Learning about monarchy in history
- Court case role-play and drama linked to books and stories in English

To understand that the freedom to choose and hold other faiths and beliefs is protected in law and that acceptance that other people having different faiths or beliefs to oneself (including having none) should be accepted and tolerated we:

- Celebrating events and festivals from major world faiths (see RE planning)
- Breadth of themes in assemblies
- Lunches catering for different needs – vegetarian
- Teaching about different religions
- Visits from representatives of different religions
- Visits to different places of worship
- Links with faith communities
- Culture weeks and events

To understand the importance of identifying and combating discrimination we:

- Anti-Bullying Week
- Debates and balanced arguments in lessons
- Links with settings in contrasting localities and in other countries

### **Developing and monitoring, Subject in the spotlight**

At Tankersley St Peters CE Primary School, we celebrate British Values all the time through our rich curriculum. Therefore, British values are monitored as an integral part of our monitoring system.