

**Raising Aspirations, Stimulating
Curiosity, Realising Ambition**

British Values



Placing learning at the heart of everything we do.

British Values at Priestley

Priestley Primary School Statement of British Values

In support of the Department for Education (DofE) document: Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained schools, November 2014.

At Wynyard Church of England Primary School, we value the diversity of the backgrounds of all pupils, families and the wider school community and strongly believe in upholding British values through all aspects of our school provision.

The DofE states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world and the wider world.

What is meant by British values?

Learning about British values forms a key part of children’s spiritual, moral, cultural and social education. The five British values that the Government has identified for schools to focus on are:

Democracy

The Rule of Law

Individual Liberty and Mutual Respect and Tolerance of those with Different Faiths and Beliefs

Developing Personal and Social Responsibility

Respect for British Institutions

How should we help our children prepare for adult life as citizens of Britain?

Develop their self-confidence and self-esteem.

Develop their understanding of right and wrong, and their respect for the law.

Encourage them to take responsibility for their behaviour.

Encourage involvement in the community and wider society.

Encourage respect for the public services and institutions of Britain.

Promote tolerance of and respect for all cultures and faiths.

Encourage participation in the democratic process.

Democracy

Democracy – what do we do?

- *The elections of the Priestley Parliament, is based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.*
- *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.*
 - *Democracy is taught through assemblies and our school curriculum.*
- *Encourage pupils to become involved in decision-making processes and ensure they are listened to in school.*
 - *Help pupils to express their views.*
- *Pupils also have the opportunity to air their opinions and ideas through questionnaires and pupil conferencing.*
- *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.*
 - *Model how perceived injustice can be peacefully challenged.*

Rule of Law

Rule of law – what do we do?

- *Our school has ‘Spikey Values’, which are deeply embedded in our work every day.*
- *Our ‘Spikey Values’ are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and secure environment.*
- *We celebrate the children who follow our Spikey Values through positive reinforcement.*
- *Help pupils to distinguish right from wrong. Our 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.*
 - *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.*
- *Explore within our PSHE lessons laws and what to do if peer pressure is trying to persuade children to break these.*
- *Refer to the Equality Act 2010 as part of our ‘No Outsiders at School, we all Belong’; linked to Protective Characteristics.*
 - *Visits from police to talk to the children.*

Individual Liberty

Individual liberty – what do we do?

- *Support pupils to develop their self-knowledge, self-esteem & self-confidence.*
- *Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.*
 - *Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.*
- *Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our E-safety and P.S.H.E. lessons.*
- *We actively encourage the children to voice their opinions and listen to those of others. Accepting that opinions may be different and that is acceptable.*
 - *Challenge stereotypes; challenge inappropriate words and actions. Every child has the right to say no.*
 - *Implement a strong anti-bullying culture.*

Mutual Respect

Mutual Respect and tolerance of different cultures and religions- what do we do?

- *Respect is one of the core 'Spikey Values' of our school and it is deeply embedded in all that we do at the school.*
- *The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.*
- *Use the elements of the Protective Characteristics within our PSHE lessons and through assemblies to explore the 2010 Equality Act to promote respect for individual differences and to actively challenge stereotypes.*
- *Explore positive role models (where possible) through our topics who reflect the protected characteristics of the 2010 Equality Act.*
 - *Challenge prejudicial or discriminatory behaviour.*
 - *Organise visits to places of worship (one annually per year group).*
- *Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs.*
- *Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.*