



Promoting British Values at Nunnery Wood Primary School

In 2011, the government defined British values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We actively promote these in our own school values, in our curriculum and through enrichment activities and other aspects of school life, as outlined below. In addition, “actively promoting” means challenging opinions or behaviours in school that are contrary to, or that undermine, fundamental British values.

Value	Examples of how we prepare children for life in modern Britain
<p>Democracy</p> <p>Links to school values:</p> <p>Respect</p> <p>Tolerance</p> <p>Understanding</p> <p>Listening to each other respectfully</p> <p>Expressing your views respectfully</p> <p>Considering and taking into account the views of others</p> <p><i>Our aim is to help children to understand how citizens can influence decision-making through the democratic process.</i></p> 	<ul style="list-style-type: none"> • Children elect the school and eco-councils and house team captains. • Electoral processes in school are used to teach about the strengths, advantages and disadvantages of democracy, with parallels drawn to national and local elections and contrasts made to other forms of government in other countries. • Early concepts of democracy are developed through curriculum links to history (e.g. Ancient Greek civilisation, PSHEC lessons) as well as part of our assembly program. • Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account. • Class councils are held regularly and there are frequent opportunities to seek children’s views on different aspects of school life, including aspects of the curriculum they are taught and how they learn best. • The House Team system (initiated by the School Council) promotes working towards the collective good of our school community. • Pupil representatives meet frequently with others beyond the school, including school and eco councillors and school sports leaders. • Volunteering is embedded in school life. Activities include: sports leaders; playground leaders; carrying out jobs and responsibilities; lunchtime helpers; and charitable fund-raising organised by groups of children.
<p>The rule of law</p> <p>Links to school values:</p> <p>Co-operation</p> <p>Honesty and courage</p> <p>Respect for each other and for the community</p> <p><i>Our aim is to help children to appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety.</i></p> 	<ul style="list-style-type: none"> • We have high expectations of pupil behaviour underpinned by a statement of principles and in our behaviour policy; children’s behaviour in lessons and around the school is very good indeed. • There are a range of ways in which good and caring behaviour is recognised and rewarded, including Golden Tickets, House Team points, certificates and Star of the Week assemblies. Appropriate sanctions are applied consistently should the need arise. • Through assemblies, class circle time and PSHEC lessons, as well as in day to day school life, children learn about rights, responsibilities, trust, respect and ways of dealing with conflict or disagreement. We support children’s developing sense of morality, including knowing right from wrong and doing the right thing even when this is difficult. • The local police officer / PCSO and other visitors come to talk to children about their roles and place within society. • Secure systems and procedures are in place to protect children from harm and to ensure their well-being.

<h2>Individual liberty</h2> <p>Links to school values:</p> <p>Respect</p> <p>Courage</p> <p>Our own rights and responsibilities and those of others</p> <p><i>Our aim is to help children to understand that the freedom to make choices, and to hold other faiths and beliefs, is protected in law.</i></p>	 <ul style="list-style-type: none"> We ensure that all children have the right to relax, play and to join in the full range of school and enrichment activities on offer. All children have the right to learn, and behaviour that hinders this is not tolerated. Through our school PSHEC program and enrichment activities, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in areas such as art, music and sport. One specific aspect of the PSHEC curriculum that promotes and celebrates individuality is “Good to Be Me!” This theme is regularly explored as children move on through the school, in order to develop their understanding in age-appropriate ways. Children are taught how to keep themselves safe, including on-line, through computing lessons, assemblies and visits from outside organisations including the NSPCC, as well as through the PSHEC curriculum.
<h2>Mutual respect</h2> <p>Links to school values:</p> <p>Respect</p> <p>Friendship</p> <p>Co-operation</p> <p><i>Our aim is to help children to develop an understanding of the importance of identifying and combatting discrimination.</i></p>	 <ul style="list-style-type: none"> We develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity and able to participate fully in school life. This is laid out in the school’s Equality Policy. In day to day school life in and out of the classroom, children are taught to respect each other, to be co-operative and collaborative, be supportive of each other and to look for similarities while being understanding of differences. One specific aspect of the PSHEC curriculum that promotes mutual respect is “Getting On and Falling Out”, which is regularly explored as children progress through the school. We actively encourage all children to learn, work and play together, irrespective of characteristics such as gender, race, disability, religion or belief, through our system of Learning Partnerships. We include lessons and special events that explore and celebrate key events of importance to children within the school community, which help to develop mutual respect and understanding.
<h2>Tolerance of different faiths and beliefs</h2> <p>Links to school values:</p> <p>Respect</p> <p>Tolerance and understanding</p> <p><i>Our aim is to help children to understand that other people having different faiths or beliefs to themselves (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</i></p>	 <ul style="list-style-type: none"> We develop and maintain a culture of inclusion and diversity, which is laid out in the school’s Equality Policy. Tolerance of different faiths and beliefs is promoted through the curriculum, including the Locally Agreed Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children’s work on this subject is often displayed in the classrooms or around the school. Teaching resources from a wide variety of sources are used to help children to understand a range of faiths. Curricular work is enhanced through assemblies, which mark and develop children’s understanding of significant religious festivals such as Easter, Christmas, Eid, Ramadan and Diwali. Visits to school are made by local religious leaders and children have the opportunity to visit places of worship.
<p style="text-align: center;">British Values, the School Curriculum and Spiritual, Moral, Social and Cultural Development</p> <p>Throughout the school, the curriculum promotes the British values defined above and fosters the development of British cultural identity. Further details of the curriculum the school provides for children in different year groups can be found on the school website in the information provided for parents by class teachers and year group leaders.</p> <p>In addition to the curriculum taught, we nurture children’s spiritual, moral, social and cultural development, meeting the requirements set out in the Education Act 2002. In doing so, we also actively promote fundamental British values. The ways in which we do this include: our</p> 	

arrangements for collective worship; establishing a strong school ethos supported by effective relationships throughout the school; providing relevant activities beyond the classroom; and encouraging children to regard people of all faiths, races and cultures with respect and tolerance.

We expect and teach children to understand that while different people may hold different views about what is “right” and “wrong”, all people living in England are subject to its law. The school’s ethos and teaching, which we make parents aware of, supports this; we do not teach anything that undermines English civil and criminal laws.

Through our provision for spiritual, moral, social and cultural development, we:

- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable children to distinguish right from wrong and to respect English civil and criminal law;
- encourage children to accept responsibility for their own behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality, and in society more widely;
- help children to acquire a broad general knowledge of and respect for public institutions and services in England;
- foster tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in democratic processes.