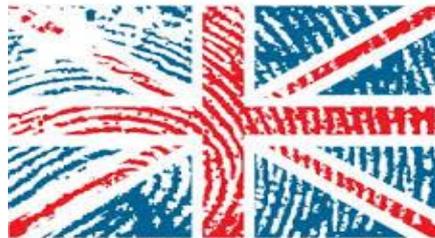




BRITISH VALUES



We explore with all the children the origins of the Union Jack/British flag to show the representation of a mix of 4 countries within it. As outlined in the curriculum section below, historically we explore the origins of people from these countries to show that immigration (within Britain e.g. during industrial revolution and from outside Britain) has been a contributing factor to the development of Britain and its values through the centuries.

How we promote British Values at West Melton Primary School

The DfE have recently reinforced the 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."*

At West Melton Primary School the provision for British values sits within the wider provision for SMSC education of the children at West Melton School. They are reinforced regularly and in the following ways:

Our Whole School Ethos:

We are committed to providing a fully accessible environment which **values and includes** all staff, pupils and parents regardless of their education, physical, sensory, spiritual, social, emotional and cultural needs. We aim to promote **positive attitudes** in children, staff and parents so that all our children can fulfil their potential regardless of their age, gender, abilities, ethnic origin or cultural background.

We are a RIGHTS RESPECTING Level 1 school:

Each year the children decide upon their class rules and the rights and responsibilities associated with these. Each class creates their own 'class charter' which they then all sign and agree to.

Pupil voice is high on our agenda as a school; Children have many opportunities for their voices to be heard. We have a student council and the pupils all complete questionnaires on their lessons, the environment and anything they want to change. We also have a 'Rights Respecting Citizens' group, who meet to discuss how they can promote and ensure that all the rights of the children are understood, respected and promoted by both children and staff in school. They are also working on developing more of an 'Ambassador for Rights' role, by supporting other children's rights in the local community and in other countries. They have helped to raise money to help children in Syria receive education packs, and have collected food banks to support local children in need. All children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views.

Both groups of pupils are democratically elected annually having shared their manifesto with the whole school and regular meetings also follow a democratic decision making process.

Democracy is explained and children are given many opportunities to debate the issues currently being addressed in the news.

Curriculum:

- In our daily assemblies we regularly uphold the traditional values of empathy, respect and tolerance. These are also taught within formal SEAL, PSHE, Citizenship and RE lessons and, indeed, the British values of respect, tolerance and empathy are fostered throughout all of our daily interactions: modelled by staff and nurtured in pupils. We also learn about significant people/events in history and their impact on British Society both past and present.
- In Key Stage 1 pupils are taught about similarities and differences between ways of life in different periods, how changes within living memory reveal changes in national life and about events beyond living memory that are significant nationally. They also learn about the lives of significant individuals in the past who have contributed to national achievements.
- In Key Stage 2 British history is taught through a carefully designed set of 'key skills' for history as pupils continue to develop their knowledge of British and local history. Periods of British history studied include Britain's settlement by the Anglo Saxons, the Viking and Anglo Saxon struggle for the kingdom of England and local history. They also study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 'a significant turning point in British history.' They also have the chance to learn about a non-European society that provides contrasts with British history and

study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Last Year all classes did work around landmark Britain and London which provided children with the opportunity to learn about the historical culture of Britain, identifying the main changes over time. To build on this, all children will be looking at both the history and geography of the area in which they live (West Melton) and be given the opportunity to explore it in detail .
- For the last two years we have taken part in a Shakespeare festival. This year the Y5 pupils will again have the opportunity to study, learn and perform one of Shakespeare's plays.
- As a whole school, we have celebrated the World Cup, the Olympics and Para Olympics, with Olympic themed sports days and special Olympic weeks. We have also held theme days such as St George's day, Pancake Day, Remembrance Day, where we learn about cultural traditions and the significant people linked to them.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.

Pupils are taught the value and reasons behind law enforcement, that they govern and protect us, and the responsibilities that these involve and the consequences that can occur when laws are broken.

Visits from authorities such as the SY Police and Fire Service help to reinforce this message. In Y6 pupils visit annually the fire and police education programme (Crucial Crew), where such values are reinforced and explained.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms. They are both specifically and discretely taught about all the rights, in both lessons and assemblies and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons.

Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.

Mutual Respect:

Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

When a child does something well their achievement/ attitude/effort is celebrated in a weekly 'Special Mentions Assembly'. Parents and family are invited to our monthly special mentions assemblies, where pupils are selected for both achievement and citizenship awards. Part of our school ethos revolves around core values including respect and pupils have been part of discussions and assemblies related to what this means and how it is shown.

Additional support is given to individual children to help develop self - esteem and the concept of respect.

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. We have weekly visits from the local Vicar as well as church members who run a regular 'Open the Book' assembly.

Our curriculum is designed to provide opportunities to develop better global knowledge and understanding. We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faith buildings.

Theme days are celebrated such as Chinese New Year, where we invite visitors in to school to teach the children about different cultures, beliefs and traditions and provide first hand experiences such as dance, cookery and music.

We use assemblies to explore and understand the similarities between religions. Curriculum topics include learning about and, most importantly, **from** other faiths and misconceptions between religions are addressed as well as prejudices that have been expressed by the community.

Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow the Rotherham Agreed syllabus for RE and use the Rotherham Healthy Schools scheme of work for PSHCE - Primary phase to teach PSHE, enhanced by SEAL

