

# British Values Policy



**Review frequency: 3 Years**

**Approval by:** Standards Committee

**Policy Date:** September 2018  
**Review Date:** September 2021  
**Lead Personnel:** J Hartshorne/J Davison  
**Version: 2**  
**Revision Date:** (if applicable)

## ***Aims which guide our policies and practice***

*As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:*

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

*We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.*

## **British Values**

### **Introduction**

#### **Purpose:**

The purpose of this policy is to describe our practice towards British Values and the principles upon which they are based. The British Values are Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance towards other faiths.

#### **Aim(s):**

Our work on British Values enables pupils to have a clear understanding of Democracy, Rule of Law, Individual Liberty and enhance their Mutual Respect and Tolerance towards other faiths.

#### **Wider school aims/ethos:**

This policy supports our school aim of 'preparing children to live and work with others, enabling them to have a feeling of responsibility and be caring members of the community.' It enables pupils to take pride in the achievements of the United Kingdom. It allows opportunities to achieve the schools wider goals of achieving Global Citizens.

#### **Consultation:**

This policy was written by Joanne Hartshorne and James Davison. Whole school teaching staff were consulted through staff meetings.

## **Procedures and practice**

### **Aspects**

#### **Definition:**

At Dane Royd British Values are reinforced regularly and in the following ways:

#### **Democracy-**

At the start of each year, children decide upon their class vision statement and the class rules and the rights associated with these. Each class vote to decide 2 class representatives for the school council, children are encouraged write a speech and carry out a mini campaign in class to earn their votes. The school council meet fortnightly and are able to effect changes in our school. Pupils also have the opportunity to have their voices heard through pupil surveys and questionnaires. In Early Years, children have the opportunity to explore their self-awareness, Personal, Social and Emotional Development (PSED) are encouraged to make choices and decisions.

#### **The Rule of Law-**

The importance of laws, whether they be those that govern the class, the school or the country are consistently reinforced at Dane Royd. Pupils are taught rules right from an early age in the Foundation Stages. Each class have and the school as a whole, have an agreed set of rules to follow. The children are aware of the consequences of not following the rules in their school community. Children at Dane Royd learn to understand the difference between right and wrong in all aspects of school life. Pupils are taught through the curriculum and assemblies, the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequence when laws are broken.

#### **Individual Liberty-**

At Dane Royd, our pupils are actively encouraged to make choices, knowing that they are in a safe, supportive environment. Beginning in the Foundation Stages, as a school, we educate boundaries for pupils to make informed choices, though a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and are advised how to exercise them safely, for example through E-Safety and PSHE lessons. Pupils are given the freedom to make choices, through choosing their own learning in Continuous Provision in the Early Years, participation in extra-curricular clubs or the way they choose to record and present their work.

#### **Mutual Respect-**

Mutual respect is at the core of our school ethos and behaviour policy. Children learn, across Foundation and Key stages that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. School trips and visitors allow children the opportunity to meet people that they may not necessarily meet in their school or community context.

#### **Tolerance of those of different Faiths and Beliefs-**

Dane Royd actively promotes diversity through our celebrations of different faiths and cultures. Religious Education and PSHE lessons and assemblies reinforce the message of tolerance and respect for others. Members of different

faiths and religions are encouraged to share their knowledge to enhance learning. Children visit places of worship that are important to different faiths. Children are taught to actively find the differences but most importantly the similarities between different viewpoints of their own.

### **Teaching:**

British Values is embedded into everything we do. In the Foundation Stages British Values are taught largely through interactive and embedded learning. Circle time is used to develop interactive learning, values are also embedded through Continuous Provision, for example making choices on what fruit they would like, voting on what topics they would like to cover, what to put in the role play areas. In Key Stage 1 and 2 British Values can be covered through other areas in the curriculum for example looking at other cultures in MFL, Art and History. Teachers are encouraged to plan their assemblies around the 'Picture News' resource which poses questions about current topics and links them to one of the key British values.

### **Assessment:**

Teachers assess the pupils' responses to the tasks set in planned activities; also their responses in other lessons and across the school day. In Early Years, written or photographic observations can be used to assess pupils' responses.

### **Monitoring and evaluation:**

Work will be monitored termly through pupil interviews, book scrutiny, evidence from displays and examples of planning to check that British Values are continually being interwoven throughout the curriculum.

## **Concluding notes**

### **Monitoring and review:**

The Subject Leader with responsibility for British Values is primarily responsible for monitoring the implementation of this policy. This will be through consideration of the evidence included in the subject leader portfolio. The Subject Leader will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements. The policy will be reviewed annually.

### **Other documents and appendices:**

The British Values policy should be read in conjunction with our policies for Religious Education, Anti-bullying, Behaviour and Safety, SMSC Policy Development and PSHE

There are three appendices to this policy:

Appendix 1: Assembly Rota 2014/2015

Appendix 2: Assembly Rota 2015/2016

Appendix 3: An example of British Values in Upper Foundation

Appendix 4: Promoting SMSC