

**Hillside Primary School**

# **British Values Policy**



## Hillside Primary School British Values Policy

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship (PSHE) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

British Values and related School values		Examples of how these are developed in the school and wider curriculum
<p><b>Democracy</b></p>	<ul style="list-style-type: none"> <li>• To understand and respect the democratic process</li> <li>• To understand how they can influence decision making through a democratic process</li> <li>• To understand how to argue and defend a point of view</li> <li>• To understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• School council whose members are voted on.</li> <li>• Team Captains are voted on.</li> <li>• Pupil surveys.</li> <li>• At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?'</li> <li>• Learning to learn week at the beginning of each year – Children discuss and decide how to be effective learners together / how to create a positive learning environment for one another.</li> <li>• Children contribute to class rules as a whole class at the beginning of the year, in addition to the school rules.</li> <li>• Annual British Values Day (and Display)</li> </ul> <p><b>Moral strand of our PSHE curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Begin to exercise choice and the right to decide</li> <li>2. Begin to discuss and debate topical issues in both small and larger groups</li> <li>3. Begin to contribute to the life of the class &amp; school; e.g. classroom &amp; library monitors</li> <li>4. Become aware of and respect the different opinions of others</li> <li>5. Offer simple ideas or opinions about real school issues.</li> <li>6. Be confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>7. Consider the consequences of their words and actions for others.</li> </ol> <p><b>P.E and school sport:</b></p> <ol style="list-style-type: none"> <li>1. Team games taught for striking &amp; fielding, net and invasion games</li> <li>2. Team games and working with others developed at playtimes- linked to P.E. lessons</li> <li>3. Athletics</li> <li>4. A range of extra-curricular activities</li> </ol>

<p><b>The rule of law</b></p>	<ul style="list-style-type: none"> <li>• Ability to recognise the difference between right &amp; wrong and apply this to their own lives</li> <li>• Ability to accept responsibility for their behaviour</li> <li>• To understand the consequences of their behaviour and actions</li> <li>• Ability to resolve conflicts effectively</li> <li>• Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</li> <li>• To understand that living under the rule of law protects them and is essential for their well-being and safety</li> </ul>	<ul style="list-style-type: none"> <li>• H/T assemblies focus upon the School Rules</li> <li>• Behaviour systems used in individual classrooms to manage learning behaviours</li> <li>• Yearly police/emergency services visits</li> <li>• Star of the week</li> <li>• Classroom rules</li> <li>• Team Points</li> <li>• Circle time discussions</li> <li>• Individual behaviour/management plans</li> <li>• Annual British Values Day (and Display)</li> <li>• Regular Traffic Patrols</li> </ul> <p><b>Moral strand of our PSHE curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Begin to manage their feelings in a positive way</li> <li>2. Understand how rules help them; e.g. School Rules, classroom learning rules</li> <li>3. Agree and follow rules for their groups and classroom</li> <li>4. Begin to respect property- personal and public</li> <li>5. Begin to recognise the difference between right and wrong</li> <li>6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy</li> <li>7. Begin to set personal goals</li> <li>8. Begin to understand the roles of others in society e.g. people in our local community/people who help us.</li> </ol>
<p><b>Individual liberty</b></p>	<ul style="list-style-type: none"> <li>• To understand rights &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• School Rules</li> <li>• Behaviour systems used in individual classrooms to manage learning behaviours</li> <li>• Circle time discussions</li> <li>• Classroom rules</li> <li>• Annual British Values Day (and Display)</li> </ul> <p><b>Citizenship strand of PSHE curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Begin to know about different groups they belong to and the important people and roles within them.</li> <li>2. Begin to develop a sense of responsibility and set a personal target.</li> <li>3. Offer simple ideas or opinions about real school issues.</li> <li>4. Begin to understand the rights and responsibilities of children.</li> <li>5. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>6. Consider the consequences of their words and actions for others.</li> </ol>
<p><b>Mutual respect &amp; Tolerance of those with different faiths and belief</b></p>	<ul style="list-style-type: none"> <li>• Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's</li> </ul>	<ul style="list-style-type: none"> <li>• A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity</li> <li>• School Rules</li> <li>• Equality and Diversity Policy</li> <li>• Behaviour Policy</li> <li>• Anti-bullying Policy</li> <li>• Friendship Friends</li> <li>• Children working in all curriculum areas in different groupings</li> <li>• Monitoring of bullying and prejudiced based incidents by type</li> </ul>

	<p>faiths, feelings and values</p> <ul style="list-style-type: none"> <li>• Reflective about their own experiences</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds</li> <li>• Participate in a variety of communities and social settings, cooperating well with others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Participation of community based activities e.g. Annual Remembrance Memorial Service</li> <li>• Annual British Values Day (and Display)</li> <li>• Visitors from different cultures</li> </ul> <p><b>Moral strand of our PSHE curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language</li> <li>2. Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong</li> <li>3. Learn how to respond appropriately to bullying</li> <li>4. Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes</li> <li>5. Have a positive self-image and show that they are comfortable with themselves.</li> <li>6. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> </ol> <p><b>R.E. curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Parent/carers invited in to talk about Diwali, Ramadan</li> <li>2. Children sharing experiences of different festivals</li> <li>3. To understand beliefs and teachings</li> <li>4. To understand practices and lifestyles</li> <li>5. To understand how beliefs are conveyed</li> <li>6. To explore family routines and customs</li> <li>7. To reflect</li> <li>8. To understand values</li> <li>9. To talk about similarities and differences between families, communities and traditions</li> <li>10. Visits to different places of worship</li> </ol> <p><b>MFL curriculum:</b></p> <ol style="list-style-type: none"> <li>1. To understand different cultures</li> <li>2. To know the similarities and differences between themselves and others and among families, communities and traditions</li> </ol> <p><b>History curriculum:</b></p> <ol style="list-style-type: none"> <li>1. To investigate and interpret the past</li> <li>2. To build an overview of world history</li> </ol> <p><b>Geography curriculum:</b></p> <ol style="list-style-type: none"> <li>1. To map where all families live/from</li> <li>2. To compare the local area with Africa</li> </ol> <p><b>ICT:</b></p> <ol style="list-style-type: none"> <li>1. BIG Classroom</li> </ol>
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### Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of this policy

**Designated Governor Committee:** Curriculum + Pupils

**Name/Signature of Headteacher:** Simon Minter

**Date:** Nov 18

**Review date:** Nov 20