



## **How do we promote British values at Broadway Infant School?**

A definition of the Values and principles of the UK

(Life in the United Kingdom (A Guide for New Residents 3<sup>rd</sup> Edition) – TSO publication – Home Office 2013)

‘British society is founded on fundamental values and principles which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance. ‘

‘The fundamental principles of British life include:

- Democracy
- The rule of Law
- Individual liberty
- Tolerance of those with different faiths and beliefs
- Participation in community life’

At Broadway Infants, we are keen to introduce children to what it means to be British so that as they learn they develop an understanding of themselves as British citizens. For many years, we have capitalized on regular teaching and learning opportunities set within our local area of Yate so that children develop a sense of themselves as active members of their local community. In addition, we ensure that our curriculum delivers opportunities that develop children’s understanding of the wider surrounding area of Bristol, the United Kingdom, Europe and the wider global community. As part of promoting British Values, we encourage pupil involvement in decision making so that children learn about the fundamental principles of British life in a way that is accessible and age appropriate. The following information gives an overview of how this is achieved:

### **Learning about – Democracy and the principles that underpin it.**

#### **Reaching a consensus:**

- **Taking responsibility for representing the views of others:**

School council. -Councillors are elected by their peers and are elected from every year group within the school. They conduct verbal pupil surveys on matters such as playground resources, school improvements they would like etc. Before voting on any proposals for changes or improvements they ask the opinions of their class mates so they all understand that they are representing the views of others.

- **Discussing and debating**

Children discuss together and decide on: the theme in which their learning is set, specific class rules or routines, reflecting on choices or behaviours during circle times etc.

- **Consultation**

Children were consulted on: new playground equipment, the characteristics required for a new Headteacher etc.

#### **Fairness and equality:**

- **Equal access:**

Children are encouraged to take turns and share. They are taught to be considerate and polite so that they understand that they are required to be polite and supportive of others. Every child is



treated as a valuable member of our school community.

- **The right to a fair vote**

Appropriate decisions are often put to the vote e.g. class treats/ activities, the theme for termly learning etc. Teachers also incorporate voting within a range of activities for different purposes for example, right and wrong decision making relating to circle time, relevant teaching activities incorporating a vote choice, drama and role play activities etc.

**Impact - children develop an age appropriate understanding of democratic principles. They are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.**

**Learning about - Liberty ( Rights, responsibility, freedom, autonomy, independence, permission)**

Independence and Free Choice

Giving our children the freedom and the responsibility to make their own decisions that affect their learning and behaviour choices but teach them to recognise how their decisions can affect the life of the school and impact both positively and negatively on others.

The school behaviour expectations are based upon pupils knowing what their rights and responsibilities are. They are trusted to act appropriately and opportunities are provided for them to benefit from this freedom of choice for example the use of the outdoor classroom areas and use of the 'Playpod'. They are encouraged to assess the risks they take during playtimes e.g. climbing some trees or building tree swings etc. They know any breaking of this trust leads to sanctions but also that they will be expected to actively engage in 'putting things right'.

Literacy

Themes of personal freedom are explored at age appropriate levels across different contexts for example in story writing they are encouraged to reflect on the motives of characters from familiar tales such as like the wolf in the 'Three Little Pigs' story. This enables them to consider the impact of a person's behaviour as it impinges on the freedom and liberties of others.

**Impact - children understand about the importance of accepting responsibility and of their right to be heard in school. They demonstrate independence of thought and action and comments they make evidence that they feel valued as individuals.**

**Learning about - Respect and Tolerance / Rule of Law (Responsibility, appreciate, considerate open-mindedness, acceptance, patience, easiness, charity, pay attention to rules and regulations)**

SEAL and PHSE: These schemes contain range of topics specifically aimed at stimulating discussions and recognition of respect for all accessed through themes such as 'Good to be me'

School policies are upheld by all staff and promoted including the Behaviour and Discipline policy, E safety and home school agreements. These promote fairness and responsibility for one's own behaviour and for that of others through appropriate reporting systems.

Class and whole school assemblies always promote respect. Teachers and all staff promote respect by modelling a professional attitude and by promoting it in their teaching and across the school



community

#### Curriculum

Our curriculum is founded on a commitment to promote respect for equality, diversity and new learning about cultures and religions.

**Impact - children can articulate why respect is important; how they show respect to others and how they feel about themselves. Children's behaviour demonstrates their good understanding of this value in action.**

#### **Learning about - Tolerance of different faiths and beliefs; (loyalties, commitments, dedicated, beliefs)**

PHSE, SEAL and SACRE RE:

This curriculum is used to promote respect for an interest in learning about the faiths beliefs and languages in our school and how our school fits into the local national and international community.

We aim to inspire an understanding and respect for those who have different faiths and beliefs to ourselves. We encourage children to recognise that everyone has a right to practice their own religion or to choose not to associate themselves with any religion without prejudice. We also ensure that the acts of worship in school are Christian based and we involve church groups in these as this reflects that British values have been historically informed by Christian faith.

We encourage children to engage in team games which are attached to 'House' teams for sports so that children develop an age appropriate sense of loyalty to a group

**Impact -children are able to talk about different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions. They are able to confidently tell others about their own religious experiences and they can articulate their understanding of how it feels to be part of a positive group/team experience.**

#### **Learning to develop - an awareness of what it means to be British**

History.

Through the curriculum children will learn about British History and chronological changes over the years. They will learn about the significant contribution Britain has made to world culture and also, when relevant, some of the sometimes negative consequences for its citizens and citizens in other countries but also how our society has tried to tackle these issues (poverty, slavery etc.). The ability to be self-critical and speak out is also a British value.

Cultural events

We ensure that national events are recognised and participated in, for example the Queen's Jubilee, the Olympic games etc.

Local festivals are also promoted and when possible children attend or represent school at community festivities, for example our choir has performed during the local St George's Day celebrations. We also encourage children to celebrate days that are special to their family, for example children have come to school dressed in traditional costume for St David's Day.



**Impact - children develop an age appropriate understanding of their heritage and a sense of themselves as active citizens within the wider British community**

**Participation in Community life (district/ area, identity, co-operation, similarity, unity, spirit, civic)**

Children have opportunities to take responsibility for supporting the school community. For example in Year 2 they can apply for the role of a 'Playtime Pal' so they can then help the new Reception children settle in and look after their friends during playtimes.

Learning activities often require them to make an active contribution to individuals, groups and class teaching and learning activities; sharing their ideas and opinions about the lesson focus and valuing the ideas and opinions of others.

Children have opportunities to represent the school in sporting and cultural activities. For example, school plays, the annual carol concert in our local church, etc.

The children regularly enter both sporting and musical competitions. Participation in the local Thornbury Eisteddfod has been particularly rewarding where the success of the school choir and individual children has been recognised.

Children are encouraged to celebrate and share the achievements they make beyond school during assemblies and lessons for example, they bring in football trophies, martial arts certificates, wear their club uniform to school on special days (Rainbows and Cub Scouts) etc.

Children are offered the opportunity to fund raise in support of many charities

Children are made aware through the curriculum of events that impact on the UK both nationally and internationally, for example they have engaged with learning set around the Olympics, Queen Elizabeth II and her family, the environment, the impact of recycling etc.

Children are regularly offered learning opportunities set within the local community increasing their awareness of local issues and their understanding of the wider world.

**Impact - children develop as sense of their place as active citizens who can contribute positively to their local community.**