

## FURZEDOWN Promoting British Values Statement

### INTRODUCTION : Preparing Children for Life in Modern Britain

The Government emphasis is to ensure that in all UK schools key 'British Values' are taught. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

### AIMS

Through our school vision, values, rules, curriculum and teaching we aim to promote tolerance and respect for all cultures, faiths and lifestyles. We have a duty to prepare our children for life in modern Britain and to keep them safe. We value the importance of the current Ofsted guidance and aim to embed these principles in our curriculum and school culture.

*The school should promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.*

As a school we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these and through this we aim to promote tolerant integration and understanding. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

Underpinning this, are a range of curriculum topics which have strong links to British History and international events. The school undertakes daily assemblies which are aimed at upholding traditional values of empathy, respect and tolerance.

### UNICEF Articles:

- 1 - definition of the child
- 2 - non-discrimination
- 3 - best interests of the child
- 4 - implementation of the Convention
- 8 - protection and preservation of identity
- 12 - respect the views of the child
- 14 - freedom of thought, belief and religion
- 29 - goals of education
- 30 - children from minority or indigenous groups

## **IMPLEMENTATION**

### **Democracy**

- Pupil Voice is a very important part of the ethos at Furzedown. Children are involved in Democratic processes e.g. voting for school councillors, bully buddies, playground friends, UNICEF and ECO warriors. These groups meet once a week to discuss issues and make suggestions to improve and develop the school environment and to ensure pupils views are listened to. Through the Pupil Voice the school helps pupils to express their views.
- The school council itself is led by a member of staff and adheres to democratic processes, reporting its actions to the children, staff and parents.
- We have links with Magistrates who come into school to educate the children about upholding British law and the prosecution service.
- Organised visits to Parliament and from local councillors help pupils to understand the process of government and teach pupils how public services operate and how they are held to account.
- The school holds mock elections to promote fundamental British values and to provide pupils with the opportunity to learn how to argue and defend points of view. The school has been awarded The London Healthy Schools Award, Bronze.
- Children hold class debates about current issues - local, national and international.
- A group of children represent the school at the annual MUNGA conference in Wandsworth, where they focus on the issues faced by many different countries and cultures around the world.

### **The Rule of Law**

- School rules and expectations are agreed in each class annually with the children and are clear and fair. They help pupils to distinguish right from wrong.
- Children are taught why laws are made and how laws protect the individual.
- We have links with the Local Authority involving the Police service, Fire service, Drugs and Health services.
- We have a clearly structured behaviour policy which all stakeholders understand and follow. Children, parents and teacher sign a home/school agreement on entry to school.
- Each year the class will discuss and agree the rules for the classroom - Class Charter

### **Individual Liberty**

- Pupils have key roles and responsibilities in school. All classes have an elected school council rep, Year 6 pupils are bully buddies.
- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Independent thinking skills are an integral part of the curriculum. Pupil's ideas are incorporated into topic plans using co-construction.
- As a school we educate and provide boundaries for young pupils to make choices safely.
- Through our curricular clubs and opportunities, pupils are given the freedom to make choices.

- The aims, ethos and vision statement are embodied in all that we do in school.
- Children are encouraged to take responsibility for their behaviour and choices. They are supported to develop self-knowledge esteem and confidence.
- We follow the UNICEF rights respecting schools agenda (we are a level 2 school).
- We implement a strong anti-bullying culture and challenge stereotypes. The school is currently working towards the Anti-Bullying mark and Bullying Intervention Group award.

### **Mutual Respect**

- Our PSHE curriculum embodies values of mutual respect through units of learning such as Relationships and Being a Responsible Citizen.
- Our sport's teaching actively promotes an attitude of equality and fairness.
- Respect is a fundamental school value. It is an integral part of our RE, PHSE and SMSC curriculum.

### **Tolerance of those of different faiths and beliefs**

- Our R.E curriculum provides a broad and balanced education on a range of faiths, religions and cultures. It promotes understanding, tolerance and mutual respect through weekly timetabled lessons.
- We have a large number of E.A.L children and actively use school resources to promote their learning and integration into our school society.
- We teach specific PSHE units of learning incorporating SEAL themes and materials.
- We have visitors and parents from other faiths who share their language and culture with our pupils through collective worship, talking to classes, reading stories.
- We have whole school assemblies focusing on different religious celebrations from different faiths throughout the year.
- We encourage children to celebrate and share their languages. We have 'Language of the Month' boards around the school and the children greet each other each morning and afternoon in that language and learn other key words and phrases.

## **MONITORING AND ASSESSMENT**

- Records of PSHE Sessions / Collective Worship.
- RE curriculum RE planning and work in books.
- Learning Walks focussing on behaviour are regularly taken by the head teacher, Chair of Governors and SIP.
- SIP report
- SMSC as part of focus for lesson observations
- The establishment of a new School Council and bully buddies each year, models the democratic process.
- Class charter outlining rules, roles and responsibilities.
- School Behaviour policy
- PSHE/Citizenship lessons on the role of law and parliament, School Council meetings, Collective Worship.

## **PERFORMANCE**

- Children are able to show independence in learning and to think for themselves.
- Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.
- Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
- Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.
- They are able to discuss and debate philosophical issues in relation to the rules of the law.
- Children understand about the importance of accepting responsibility and of their right to be heard in school.