

A POLICY FOR THE PROMOTION OF BRITISH VALUES at Alderley Edge Community Primary School

British Values

In June 2014, David Cameron emphasised the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process. Although this is something which is developing in its significance for schools, it is not something new at Alderley Edge Community Primary School.

British Values are promoted in so much of what we do and model on a day to day basis, not least during our school assemblies and Religious Education. As well as actively promoting British Values, the opposite also applies: we would actively challenge pupils, staff, visitors or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. This is further elaborated upon in our school policy on Tackling Extremism and Radicalisation.

The term 'British Values' might be slightly misleading in that these values are integral to so many countries throughout the world and are in fact the values which we believe are fundamental to being a good human being.

Curriculum

Through all areas of the curriculum including PSHE and RE we teach and promote British Values. In addition to National Curriculum subjects, British Values is an important part of the school's own curriculum. Through the promotion of British Values, the school will be teaching the core skills which are central to the school's curriculum known as the School Essentials.

School Essentials

School Essentials are the drivers for our curriculum that will enable us to shape the curriculum around the needs and wants of our school and the children.

Possibilities and Risk – our curriculum allows children to aspire to tackle things they have never encountered before and to learn to assess and manage any uncertainties by having fun, a little bit of danger and take risks.

Thinking Philosophically – our curriculum allows children to think deeply and reflect imaginatively.

Independent Enquirers – our curriculum allows children to become independent learners and take the initiative with their own learning, development and future needs.

The curriculum is not the only way we teach and promote British Values, it is in fact how we conduct ourselves, model appropriate behaviours and lead by example on a daily basis.

Below are just a few examples of how we promote British Values.

Being part of Britain

As a school, we value and celebrate the diverse heritages of people in our closer and wider community. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Remembrance during the Autumn term, we learn the history and legends of the different British patron saints and what could be more British than a trip to a pantomime around Christmas time! We also have close a relationship with our local places of worship meaning our children are involved in the traditions surrounding Harvest, Christmas and Easter. Further, children learn about being part of Britain from different specific perspectives.

Two specific examples of when we teach about being part of Britain are:

Geographically: we ensure that children have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains
- how ‘Great Britain’ differs from ‘England’ and ‘the United Kingdom’
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: We also explore British history where the children learn about an aspect of life and how this has developed and changed over time. The actual topic depends on the interests of the children (especially in EYFS) but might include inventions and discoveries, different periods of time or houses, or medicine.

Democracy:

Children, parents and staff have many opportunities for their voices to be heard at Alderley Edge Community Primary School. Democracy is central to how we operate. An obvious example is our School Council. Made up of representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council is able to make decisions within the school; in the past, the School Council has led the development of the children’s motto ‘Making a Difference’ and developed the outside environment. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. Setting class targets encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Rule of law:

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on

behaviour choices. At the start of the school year, each class discusses the school rules which are a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example.

Individual liberty:

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- through Philosophy for Children discussions
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety lessons, circle time and assemblies.

Mutual respect and tolerance of those with different beliefs:

Alderley Edge Community Primary School is not in an area which is not perceived as particularly culturally diverse however we do benefit from a school community that has families from a variety of different backgrounds and faiths. We are proud to promote and celebrate different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos. Our pupils know and understand that it is expected and it is imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource or a religious belief. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect. Specific examples of how we at Alderley Edge Community Primary School enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example
- enjoying learning about different celebrations where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world such as Diwali and Chinese New Year
- visiting different places of worship including the local synagogue, temple and mosque

Unfortunately no school can guarantee that there will never be instances which are contrary to this value. At Alderley Edge Community Primary School, such instances are extremely rare and are treated seriously in line with our Behaviour Policy, Prevention and Managing of Bullying policy and Tackling Extremism and Radicalisation policy.