



## BRITISH VALUES

The Government set out its definition of British values in the **Prevent Strategy 2011** which was in response to recent events of terrorism experienced in the UK, and concerns regarding the radicalization of British Citizens.

This placed additional requirements on schools:

***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” (DfE)***

At Roseacres Primary, we take our role seriously and as a result have attended WRAP/ Prevent training (October 15) in order to understand these requirements more fully and address the expectations so that any vulnerabilities are identified early, appropriate action taken, and staff awareness raised so that the attitude of ‘it could never happen here’ is dispelled. Staff are reminded to remain vigilant, open minded and of their responsibilities to pass the information on, to the child protection officer in the first instance.

Roseacres opened in September 2015 with one full class of 30 Reception pupils (age 4-5) and one mixed Y1/2 class of 3 pupils. The school will grow to seven classes age R- Y6 in time, but will only fill up from the Reception class each September in the normal admission round.

Outlined below, in brief, is a summary of the current ways in which we are integrating British Values into our curriculum. The type of activity and approach reflects the current age, stage of development and number of children currently on roll, as in time this will be added to in order to reflect the growing school numbers and age diversity.

### **Democracy**

Children are actively encouraged to have a voice; to share their views and opinions regularly. Ways in which this is achieved is: class discussion, assembly, RE, and PSHCE lessons or consultations with pupils and/or their parents such as when developing the school vision and values statement.

With the newly established governing body it is intended to have a link governor and in time to establish a school council so that there is an elected formal forum in which pupil views can be raised.

### **The Rule of Law**

The importance of laws, whether they are those that govern the class, the school, or the country, form an important part of how a community can live in harmony together. Respect,

understanding and tolerance are also key features of this. We have a comprehensive Behaviour and Anti- Bullying Policy setting out our expectations to which we expect all members of our school community to respect, support and uphold. There is an expectation that all staff are familiar with the contents and consistently apply the policy in practice.

As a new school we wanted our pupils to have ownership of the daily code of conduct. As a result, the pupils were all consulted and a simple set of rules were devised in order that each child is enabled to learn in a safe and happy environment. In addition to this each class may have developed and displayed its own code, this is to emphasise the key learning behaviours expected in order for the class to function smoothly and effectively so that all children can learn and make progress.

### **Individual Liberty**

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely.

Behaviour is about choice and the rules or code of conduct, provide a common framework that sets out the expectations for each party. We emphasise and teach personal responsibility in all that we do so that children understand that they are able to make a choice and the resulting consequences of their actions upon others. We do not judge children but attempt to guide them as they make mistakes and learn, and hopefully gain a better understanding of what behaviours must be demonstrated in order to become a good citizen, be it in school or in the wider community.

There are lots of opportunities provided for the children to make choices and learn, developing their independence and understanding, e.g. learning challenge, self-review and group learning tasks.

### **Mutual Respect**

It is expected that all members of our school community and beyond are treated with respect whatever their cultural background, belief, gender or other. All staff and visitors are expected to behave in a way that models the behaviours we expect the pupils to learn and demonstrate.

### **Tolerance of Those of Different Faiths and Beliefs**

As Roseacres is situated in an area which is not culturally diverse, we have a commitment to promoting diversity with the children. This is achieved in a variety of ways. Assemblies are used to cover key themes or religious or cultural festivals. Curriculum subjects such as RE and PSHCE will also teach and reinforce key messages linked to these values, attitudes or beliefs. Key world faiths will be covered such as Judaism, Sikhism, Hinduism, Buddhism and Islam, alongside their learning about Christianity. It is important to note that we are not teaching belief or to follow one faith or none. We are simply presenting the key facts at an appropriate level, so that children learn about all the major faiths. In RE the Essex Locally Agreed Syllabus is used as the

basis for curriculum teaching. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school, e.g. parent or local clergy.

## **THE ROLE OF THE CURRICULUM**

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, consultations and assemblies. The RE (Religious Education), PSHCE (Personal, Social, Health and Citizenship Education), and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of our school. Children learn about all major faiths and visit places of worship wherever possible, and we have established a strong link with our local vicar and church at Little Canfield.

Additionally, pupils are also taught about how to stay safe when using the internet. Also visits, visitors or workshops may be planned, as part of the curriculum to help develop pupils' knowledge of British Values; or the importance of one or more aspects, e.g. laws through the involvement of community police or fire services.

**Responsible learners:** Three characteristics of effective teaching and learning underpin early years- the foundation of learning.

Our approach to teaching at Roseacres is to promote responsible, respectful independent learners. We focus upon the development of learning behaviours which starts in Reception (the Foundation Stage), with the three characteristics of effective teaching and learning taught through the Early Years Curriculum, which we are developing and promoting across the school. These are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

In addition, building upon this foundation is the promotion of learning behaviours with a growth mindset- that of a 'can do' attitude and demonstrating: **resilience, resourcefulness, readiness, responsibility, the ability to reason and reflectivity.**

Whilst all of these enable the children to become well-rounded individuals we recognise the importance of resilience in preventing children being drawn into extremist ways of thinking.

## **PREVENTING RADICALISATION AND EXTREMISM**

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**Extremism** is defined as the holding of extreme political or religious views.

The Governing Body of Roseacres has a **zero tolerance** approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

**At Roseacres we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.**

Roseacres is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Roseacres all staff are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**