

Burrsville Infant Academy

Promoting fundamental British values

The DfE have reinforced the need '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'.

The government set out its definitions of British values in the 2011 Prevent Strategy; these values have been reiterated by the Prime Minister, were laid before Parliament at the beginning of September 2014 and came into force on the 29th September 2014.

At Burrsville Infant Academy we promote fundamental British values in many ways throughout the curriculum. Examples of this are noted below. We are also introducing a new initiative entitled 'Discovering Democracy' to give children the opportunity to gain a developed understanding of the democratic manner in which Britain operates. This outline of this initiative is attached.

Reviewed June 2018

Value	Children's understanding	Examples of the value in practice
Democracy	Everybody has the right to have their voice heard and within school all children and adults should be able to make their opinions known and be listened to	<ul style="list-style-type: none"> • The 'Discovering Democracy' programme in school ensures that children have a deeply embedded understanding of the democratic way in which Britain runs. The nature of the programme ensures that each year's focus builds on the previous year's understanding • Our school council members have been assigned specific roles and responsibilities. • The school council provides a defined link between the views of the children and the school's governing body. School council members attend some of the governing body meetings.
Rule of law	<p>Rules and laws are very important whether they be those that help us to understand what we should do in the classroom, within school or within the country.</p> <p>Rules and laws protect us and ensure that we stay safe. As a result, there is a consequence when we break the rules and laws.</p>	<ul style="list-style-type: none"> • School, class and playground rules • Behaviour and achievement system with specified, clear consequences that are enforced fairly and equally throughout the school when rules are broken (system driven and agreed by the elected school council) • Visits from authorities such as Magistrates in the Community, Police, Fire and Ambulance services • Clear celebration of those that don't break the laws and operate appropriately within the agreed frameworks through the behaviour and achievement system.
Individual liberty	All children are actively encouraged to make good independent choices knowing that they are within a safe and supportive environment. Within school we provide boundaries for children to keep them safe and enable them to make	<ul style="list-style-type: none"> • PSHE regarding making sensible decisions • Responsibility and undertaking of key school roles • E-safety • Through choice of challenge within classrooms
Mutual respect	Everybody within the school community; adults and children learn that they must respect the rights of others. This does not mean that everybody has to agree and we should appreciate that other people may have alternative opinions, may come from different backgrounds and have different	<ul style="list-style-type: none"> • Children are able to drive the school forward but they need to listen to, and consider, all children's views. • Celebrating the achievement of all (at their own level) through golden assemblies, handwriting heroes, star of the day/week, class dojos etc. • Celebration and discussion of achievement outside the school through the newsletter and display board in the atrium.

	cultures but everyone is valued.	<ul style="list-style-type: none"> • PSHE and RE study enriches children's understanding of mutual respect as they listen to other children's points of view • Wide nature of the curriculum allows for focus upon celebrating and investigating different cultural histories and approaches
Tolerance of those different faiths and beliefs	We ensure that children are aware of their place in a culturally diverse society and give them plenty of opportunities to experience different aspects of the diversity.	<ul style="list-style-type: none"> • Assemblies delivered • Discussions about prejudice • 'Philosophy for Children' sessions • Understanding of racism and the impact of racist comments • Bullying discussed and understood through projects (as initial start point) • Curriculum learning through RE and PSHE • Links to other schools • External visitors who share information about different faiths and beliefs • Visiting vicars

Discovering Democracy Document

Year	Title	Key learning	Activities
1	The gunpowder plot (T2)	<ul style="list-style-type: none"> • Know who Guy Fawkes was and what he did • Understand why we celebrate bonfire night in the UK • Know the importance of Guy Fawkes in the 	<p>-Ensure that children know that this is a continuation of understanding about democracy in Britain.</p> <p>-Introduce Guy Fawkes and discuss children’s current understanding.</p> <p>-Review the story of Guy Fawkes through literacy lessons / video clips etc</p> <p>-Development of the way our government works</p> <p>-Ensure that children understand the story of what happened and the reason for the actions that Guy Fawkes took.</p> <p>-Highlight the reason that we celebrate Bonfire night is because Guy Fawkes plan failed and this has been part of what has shaped the way in which Britain runs with the relationship between the Monarch and the Houses of Parliament.</p> <p>-Resources that link the story very clearly to modern democratic Britain can be found at www.parliament.uk</p>
2	Why do we vote? (T1/T6)	<ul style="list-style-type: none"> • Recognise that everybody’s opinion is important • Recognise that we can represent what we think through one person who we trust to go to meetings and share our views • Discuss views and recognise that not everyone has to agree 	<p>-Begin with start of year elections for the roles of class councillors. -Explain that every child in the class has the right to have their say about what should happen in school but if this is going to work, it isn’t really a good idea for everybody to turn up to meetings (explain that it would be like trying to hear what everybody in an assembly thinks about one thing)</p> <p>-Introduce the idea of a ballot box so that children understand that they can vote without everybody knowing.</p> <p>-Get everybody to vote on who they want to do different roles in the school councils and in the classroom. This might need to be children whispering to the</p>

			<p>TA who then writes the name on a form or ticks a box!</p> <p>-Model the counting of the votes so that children can 'see' that this is fair. Their vote will have been counted but it might not have been for the 'winning' person. Introduce the word democracy and explain that it is when everybody has the right to say what they want – but not everybody always gets their own way.</p> <p>-Maintain the ballot box in the classroom for the remainder of the school year and use it whenever a decision needs to be made that should be democratic – this might be about an end of term class treat or what to do with 15 minutes extra playtime that the class earn from gaining Reggie Bear etc.</p> <p>-Continue to reinforce the idea of 'democracy' throughout the year. -Prepare the children for the tribal leader voting system by explaining that usually when people want to be voted into a role, they put across their ideas (through a speech etc).</p>
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------