



PACKINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

Teaching British Values

Promoting British Values and Preparation for life in Modern Britain at Packington Church of England Primary School

As a Church of England school the Christian ethos of our school is underpinned by values which are distinctly Christian in character, in addition to being shared human values. They are the values we develop through our understanding of the Bible, the life of Jesus and the nature of God. The DfE have recently 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 definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. We believe that these British values are important; they correlate with the school ethos and are shared and/ or mutually compatible with our distinctively Christian Values. As such they form part of the school’s holistic mission to contribute to the wellbeing of each pupil and of all the people within our community. Our aim is to develop the whole pupil in order that they can take their place as a member of:

- their community;
- their workplace;
- their country; and
- the global market.

This document outlines how the school promotes and regularly reinforces British values.

Democracy

Pupil voice plays a big part in life at Packington. Our pupil elected school council play a strong role in our school; meeting regularly to discuss issues raised in class council meetings. The council is genuinely able to effect change within the school and it is involved in making Packington a better place to learn. Every child on the student council is voted in by their class and they meet regularly to discuss issues raised in class council meetings.

Pupils have an input in their learning and what they would like to learn which promotes pupil voice. For example, at times pupils as a class decide topics to be studied or the success criteria for an activity and this supports their learning. Pupil questionnaires and interviews are also conducted throughout the year (internal/external reviews). We know that the formation of the school council and the active participation of our pupils in their own learning will sow the seeds for a more sophisticated understanding of democracy in the future and the skills needed to work within a global market.

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

Each year the children update our Behaviour Policy deciding on 1,2, 3 Magic Start and Stop behaviours (including class and play ground rules). All the children contribute to the drawing up of the rules.

Children are regularly provided with opportunities where they are able to put forward their views about the school.

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. The involvement of our pupils in the creation of the school rules and our Behaviour Policy (1, 2, 3 Magic, Stop and Start Behaviours etc) helps them to understand the reasons behind them and the consequences if the rules are broken.

Our pupils sign a Home School Agreement on the basis that they agree to follow the school rules and act as a responsible and positive members of the school community.

Golden Time on a Friday afternoon is based on pupils understanding the 'Rule of Law' throughout that week.

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals chose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law is applied equally to all, irrespective- for example – of a person's status or wealth.

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Packington. Pupils are taught from an early age the rules of the school.

Individual Liberty

We invest a lot of time in creating a positive culture in our school, so children are in a safe environment where choices and freedoms are encouraged. At Packington, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. In some lessons, how to complete the learning activity is left for the child to decide upon. We offer a range of clubs which pupils have the freedom to choose from, based on their interests.

Through our E-Safety, RE and PSHE sessions, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. They also understand that with rights come responsibilities.

At Packington we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

In RE, pupils also consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Respectful Attitudes

Mutual respect is at the heart of our values; our pupils learn together with absolute respect for each other and our school ethos emphasises how as a school we work together and support each other.

“Together we can achieve more – with Jesus as our guiding light.”

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religion and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad minded and open hearted.

Mutual respect is at the core of our school life. Each Friday pupils, teachers and parents come together to celebrate pupil achievement (social, emotional, personal and educational) at our Achievement Assembly.

Mutual Tolerance

At Packington we do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

As a Church of England Primary School we promote harmony and diversity and as such we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. In our school we actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, Collective Worship and PSHE lessons reinforce messages of tolerance and respect for others. The children visit places of worship that are important to different faiths and as a school we work closely with families from different faiths in order to ensure that all children are included. We also welcome parents and leaders of different faiths to the school to share their beliefs.

Our work on community cohesion and the development of a global awareness through links with other schools both within in Britain and globally enables pupils to develop mutually respectful and tolerant relationships.

At Packington we strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

This document needs to be read in conjunction with our policies on:

Behaviour

SMSC

RE

Collective Worship