



# **British Values Policy**

## **Mount Pleasant Primary School**

**Reviewed: September 2021**

The National Curriculum reinforces 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.”*

## Background Information

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils.

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

## Our School Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

Mount Pleasant's Values are achieved through staff and parents working together on our core values to ensure that every child achieves success by becoming:

**Aspirational** – We aim to provide children with the very best of role models who inspire and motivate.

**Connected** – We aim to strengthen teamwork and collaboration to connect learners to their peers, their school and their wider community.

**Happy** – We aim to ensure that every child feels happy and safe at school.

**Immersed** – We aim to provide a stimulating, learning environment (including digital aspects) which enables children to enjoy and become fully immersed in school life.

**Energised** – We aim to ensure that children are focused, are challenged and energised, from the start to the end of every school day.

**Valued** – We aim to equip all children and the school community with a sense that all individuals are uniquely valuable.

**Empowered** – We aim to produce strong, confident and society-ready children who have a positive outlook on life.

## Fundamental British Values

As a school we 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.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. As a school we recognise attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through our provision of SMSC, we enable and encourage children:

- to develop their self-knowledge, self-esteem and self-confidence.
- to distinguish right from wrong and to respect the civil and criminal law of England.
- to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- to acquire a broad general knowledge of and respect for public institutions and services in England.
- to further tolerate and have harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- to have respect for other people; and
- to have respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of our pupils as a result of promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process.
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

There is no expectation for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it considered acceptable for them to promote discrimination against people or groups on the basis of their belief, opinion or background.

## Delivery Of British Values

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.
- Support local, national and international charity events and appeals.

## Democracy

We have a school council which meets regularly. The council is composed of delegates, of class councillors from KS2, elected annually by their classmates. Discussions take place in class about the qualities we would expect to see in a representative. Questions are invited, such as:

- *What makes a good councillor?*
- *Can you vote for yourself?*
- *Should we vote for our friends?*
- *Might it be better to vote to for someone else if they have the qualities of a good councillor?*

As children progress through school, different systems of voting are explored – for example, younger children choose by means of a show of hands; older children use a secret ballot. As the children grow, the merits of different voting systems are discussed, and the children are invited to explore the best way of resolving issues such as:

- *What happens if there's a tie?*
- *What do we do if someone has the largest number of votes but doesn't have a majority?*

Each class has the opportunity to meet with their councillors to discuss the issues which affect them. The councillors meet with staff regularly, including the Head, to discuss issues raised in class council meetings and to agree on fund-raising efforts, both for the school and for good causes.

Periodically – for example, during a General Election campaign or a referendum - lessons and assemblies, appropriate for age groups, will be planned, to raise awareness of how democracy works in the nation as a whole.

## **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Mount Pleasant Primary School. From an early age pupils are taught about the need for rules in school and the community. Our system for behaviour is aligned to agreed School Rules and if children are given any consequences, this is always set against the agreed school Behaviour Policy. Children are asked to identify which aspect of the school rules they have broken to ensure that this connection is made and understood.

To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the school. We are committed to praising children's best efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general community contributions. Rewards are given in the form of stickers, dojos, certificates, merit badges and prizes. Children's achievements are also recognised during weekly Celebration Assemblies.

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 these messages. All children are expected to adhere to these rules.

## **Individual Liberty**

We live in a free society in which we can make choices. One of the core benefits of British society is that we are free. We can believe as we wish, speak freely and travel freely. We give our children the opportunity to exercise these freedoms, by:

- recognising the diversity of beliefs in our land
- organising off site visits including residential visits to other parts of the country
- encouraging children to give voice to their opinions in and outside the classroom
- Participating in pupil surveys.

Children are encouraged to have a voice in school, both in lessons and in the wider school environment, subject to our rules on fairness and honesty. They are also expected to respect the beliefs and views of others, even when they don't agree with them. In this way, we aim to bring our

children to an appreciation of the benefits of a free society. As they grow, our children are encouraged to know, understand and exercise their rights and personal freedoms.

Individual liberty also involves the making of choices. It is essential that our children gain an understanding that some choices are more likely to result in a happy, healthy and productive lifestyle than others. We aim to help our children develop the life skills necessary to recognise and control risk both in and outside school.

Our children are actively encouraged from an early age to make choices – for example, from our lunchtime menu, choice of work challenge, or when choosing rewards.

In addition to learning how to choose healthy options at lunchtime and at breaks, children are taught about lifestyle choices in science, PE and PSHE. During these lessons, children learn how exercise promotes health and longevity, how certain substances can be injurious to health and how to avoid peer pressure when making choices.

Our eSafety policy recognises the fact that children make choices online and are doing so at an increasingly early age. We are committed, therefore, to making sure that children recognise risk when they encounter it and are aware of what they should do to avoid these risks.

## **Mutual Respect**

Mutual respect is at the heart of our values. Our school rules place fairness at the heart of our behaviour.

As a staff, we aim to provide a model of mutual respect at all times: people may have different jobs in school, but all are entitled to respect and courtesy. This model of respect and courtesy extends outside school as well, both to our parents and to members of the public and those that we may encounter when learning outside the classroom.

We value and celebrate the feedback we receive from those who meet our children when visiting us or when we're learning outside the school environment. We encourage our children to take pride in the positive comments they receive, both individually and as a school.

In the classroom, all children are treated equally. Children are always encouraged and the language we choose when speaking to children or in writing will always reflect this. We always seek to encourage and never belittle children or make them doubt their self-worth. Children are expected to treat each other the same way.

Children learn that, whilst they have freedoms as described in the section on personal liberty, their behaviour has an effect on their own rights and those of others. They are expected to exercise their rights in a way which respects the rights of others.

## **Tolerance and Respect of those of Different Faiths and Beliefs**

It is essential that our children are equipped with a knowledge and understanding of the society in which they live. Religious Education at Mount Pleasant gives our children an understanding of the beliefs and traditions of people from other faiths. We acknowledge that parents have the right to withdraw their children from Religious Education, but we encourage them not to do so. We want

our children to be secure in their own faith and to be knowledgeable of and respectful of others. We follow Kirklees Agreed Syllabus for Religious Education.

We recognise the importance of our children's faith background in their own lives.

We will, however, promote diversity through our celebrations of different faiths and cultures. This will include raising awareness of the traditions and celebrations of others and visiting places of worship that are important to different faiths.

When our children are older, they will live and work side by side with others, from other faiths and, it is to be hoped, they will welcome them as equals and friends. Learning about the faith of others will enable our children to understand those they will meet in later life.

Most of our children are British citizens, however, we do have children who arrive in Britain during childhood who then become British citizens. To function fully in society, it is necessary to have some understanding of the society in which one lives. An understanding of other faiths provides an essential 'cultural literacy', without which our children would grow up in a land surrounded by people, institutions and traditions about which they know nothing.

## Summary

Through everything outlined above, we believe that we can best prepare children for their future by equipping them with a solid grounding in their own faith and culture as well as a sound understanding of the society around them. Thus, we enable our children to become active and responsible citizens, living successfully in modern Britain.