

# Harewood Primary School



## **BRITISH VALUES POLICY**

Approved by Governors:

February 2023

Review Date:

February 2024

Signed by Headteacher:

Signed by Chair of Governors:

# Harewood Primary School

## British Values Policy

### The Stockton on Tees Definition

*'In our inclusive school, we value, seek to understand and identify potential in everyone. We encourage everyone in our school community to engage in the life of the school and wider community.'*

*We promote values which include: British democracy: the rule of law; individual liberty; respect and tolerance of different faiths and beliefs (and no faith) – alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class). We promote rights and accept that with rights come responsibility.*

*Valuing our cultural heritage, we explore our local, regional and national heritage and British History, both positive and negative – learning from history and taking pride in positive contributions made.'*

March 2015

### What are the Aims of teaching British Values?

Children are equipped to live in modern Britain as effective members of a cohesive community

Children develop an understanding and appreciation of British democracy and law including fairness and justice

Children recognise and value personal freedom

Children learn about and are respectful of the beliefs and faiths of others

Children understand and appreciate difference and diversity in many forms

Children learn about British History and how it has shaped our lives

Children are able to recognise positive and negative aspects of our cultural heritage in the past and understand how it has shaped the present.

Children take pride in British achievements and contributions

Children develop a commitment to promote British Values as individuals, in the school and wider community.

### How are British Values taught within the school?

British Values are not taught as a discreet subject but as a continuous thread running throughout all lessons and time in school. Opportunities are identified across the breadth of the National Curriculum and the Foundation Stage Statutory Framework to promote and develop an understanding of British Values. Some Early Years areas of learning and National Curriculum Subjects provide specific opportunities such as:

English/ CLL	Stories through which to explore beliefs and morals ie fables and legends. Autobiographies and biographies to understand different beliefs and cultural heritage.
Drama	Explore and empathise with the feelings of others through role play.
History	British History and how it has shaped our lives. Historical contributions Britain has made across the world.
RE	Understand different faiths and religious beliefs
Science/ DT	British achievements and contributions
Philosophy	Personal freedoms and respect for the beliefs of others. Equality of opportunity.
Art / Music	Personal self-expression. Cultural Heritage
PE	Fairness and teamwork
Geography	Compare and contrast British Values in a global context. Different and diverse communities
PSRHE /PSED	Bullying, Sharing and taking turns. Fairness and teamwork
KUW	My place in the community. Understanding different faiths and beliefs. Looking at diverse communities.

Additional opportunities are also taken to promote values through:

- Assemblies ~ sharing local, national and world events. Developing an understanding of beliefs and faiths. Exploring fairness, respect, democracy and British institutions. Right and wrong.
- Festivals and celebrations ~ appreciation and tolerance of the beliefs of the wider community.
- Significant Events ~ Remembrance, democracy
- Charitable involvement ~ development of an awareness of those in need and contribution to others.
- Visits and visitors ~ introduce children to a diverse range of experiences both cultural and social

- Arts Weeks ~ focus on a particular cultural theme
- Harewood Voice ~ expressing our pupil voice to improve our school community.
- Classroom rules and routines ~ develop an awareness of the balance between personal freedom of expression, the rights of others to be respected and the need for rules to keep us safe.
- Snack time in Nursery ~ sharing, discussion.

These opportunities are included in planning and identified as British Values. Teachers plan a diverse range of activities through which to promote British Values. Harewood Primary School staff work alongside pupils and parents to develop a climate where these values underpin all aspects of school life and where pupils can develop and share their views within a caring community.

#### British Values at Harewood Primary School

Value	Evidence
Democracy	<p><u>Mission Statement/School aims</u> Children, parents and staff have many opportunities for their voices to be heard at Harewood Primary School. Democracy is central to how we operate.</p> <p><u>Whole School</u> 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. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. All year groups from Reception to Year 6 have daily class assemblies. They listen to Newsround once a week in assembly and children’s opinions and views on a range of current news issues are encouraged and discussed. Y6 pupils lead ‘Harewood Voice’ assemblies each half term. They discuss issues such as bullying and gather the views of all children across school. The Y6 Harewood Voice children then collate these views and present them to a Governor Representative, who presents these views to the Governing Body. There are pupil voice sheets at the end of every unit of work and pupil response sheets attached to their individual reports. SEND targets on SEND support plans are shared with children who are on the SEND register and children are involved in PEP’s where applicable. Parents’ opinions are welcomed at Harewood Primary through methods such as questionnaires, surveys at parents’ evenings and opportunities to comment on whole school matters e.g. Remote Learning. Report slips provide an option for parents and children to comment.</p> <p><u>Nursery</u> Circle Time during PSHRE sessions encourages children to begin listen to each other in a small group setting. Nursery children are encouraged to take some ownership of nursery. The importance of turn taking, sharing and looking after the nursery environment and equipment are discussed in small groups.</p> <p><u>Reception</u> Children are provided with activities that promote turn-taking, sharing and collaboration</p> <p><u>Y1</u> PSRHE lessons give children the opportunity to share feelings and opinions. Worry monsters give children a discrete way to share any concerns. Children share knowledge of what they have learnt and how they apply their knowledge. Children vote for their favourite story book of the week and justify their choice.</p> <p><u>Y2</u> Children are taught about the bonfire plot and the reasons behind this. They compare the two monarchs Queen Elizabeth 1 and Queen Elizabeth 11 and the lives they led.</p> <p><u>Y3</u> Democracy is taught during The Ancient Greeks History topic. We regularly communicate with parents either on the school playground or by email/phone calls.</p> <p><u>Y4</u> History topic – Law Makers – Recounting the progress to democracy and British Parliamentary system.</p>

	<p>Nelson Mandela – Black History – how British people contributed</p> <p>Y5 Created Climate Cops after children expressed concerns about climate change following COPS26</p> <p>Y6 Children are taught about Parliament and democracy.</p>
<b>The Rule of Law</b>	<p><u>Mission Statement/ School aims</u></p> <p>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 and class routines, 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. Our Behaviour Policy outlines school rules and systems to promote good behaviour. Children are all aware of the school rules and how we should treat each other. School rules are displayed in all classrooms and referred to regularly throughout the day. Weekly awards are handed out to the children for their work and behaviour. Restorative practice is used to encourage children to think about their behaviour, how it impacts others and to take responsibility of their actions. Kidsafe and PSRHE discrete lessons are delivered. Y6 sports leaders play with different year groups and share school rules with the children. 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</p> <p>Nursery Rule of Law Understanding the cause and effect of our actions, Managing feelings, managing behaviour - Exploring through books (“Mine” “I am Furious” etc) Establishing classroom rules. right and wrong explored using stories, for example, “Goldilocks and the Three Bears”, “The Hungry Giant”, “Little Rabbit Foo Foo” Visit – The Fire Service Reception Discuss the roles of the police and fire service. Road Safety is introduced to children Y1 Rules are discussed throughout the day. Children are aware of good and bad choices and the implications. Children are encouraged to take responsibility for their behaviour via restorative practise. Similarities and differences in rules of law are discussed across different cultures. Y2 History topic (What were the two Queen Elisabeth’s like?) we look at the rules of the monarchy. Y3 Road safety lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules. Y3 carried out Road Safety training during the Autumn term to educate the children on how to keep themselves safe near roads. Y4 History -Law Makers – Magna Carta, E – Safety – ICT, PSHRE – Rights of the child Y5 Children learn about the Transatlantic Slave Trade and Britain’s role in it. They write a letter to the prime minister asking for it to be abolished. Y6 In English we look at the reform acts and child labour in Victorian times. Black History Week – slavery and reforms. Preventions come into school to work with children. Crucial Crew in Y6 highlights rules in the community and how to keep safe. During Religious Education, when rules for particular faiths are thought about During other school subjects, where there is respect and appreciation for different rules</p>
<b>Individual Liberty</b>	<p><u>Mission Statement/School aims</u></p> <p>Alongside rules and laws, we promote freedom of choice and the right to respectfully express</p>

	<p>views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:</p> <ul style="list-style-type: none"> <li>• choices about how they can improve their learning</li> <li>• choices around the participation in extra-curricular activities</li> </ul> <p>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 PSRHE lessons and is promoted through our behaviour and P.S.R.H.E. policy and through displays of children’s activities. Children’s work is displayed on walls both inside and outside of the classrooms. We use the Discovery education Health and Relationships resource across the whole school which also links to assemblies.</p> <p>Collective worship is used to both explore and support the school’s values. Children of different religions are encouraged to share their own personal views and thoughts when delivering an R.E topic focused on their religion to allow other member of the class to gain a deeper insight.</p> <p>By teaching the children how to manage and understand emotions they will be motivated and equipped to:</p> <ul style="list-style-type: none"> <li>• Be effective and successful learners</li> <li>• Make and sustain friendships</li> <li>• Deal with and resolve conflict evenly and fairly</li> <li>• Solve problems with others by themselves</li> <li>• Manage strong feelings such as frustration, anger or anxiety</li> <li>• Be able to promote calm and optimistic states that promote the achievement of goals</li> <li>• Recover from setbacks and persist in the face of difficulties</li> <li>• Work and play cooperatively</li> <li>• Compete fairly and win or lose with dignity and respect for all competitors</li> <li>• Recognise and stand up for their rights and the rights of others</li> <li>• Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own.</li> <li>• To respect and value our world, and the things, both material and alive that exist within it.</li> </ul> <p>Kidsafe is delivered from reception to Y6.</p> <p>Children at Harewood are encouraged to make choices knowing they are in a safe and supportive environment. Children have key roles and responsibilities.</p> <p>Nursery Developing a positive sense of self. PSED sessions, celebrating achievements. Children exploring their own interests. Reading favourite stories. Exploring feelings and the actions of others through storybooks, for example “I’m a Feel-O-Saur”</p> <p>Reception- Teaching children to understand their own and others’ behaviour and its consequences, helping them to distinguish right from wrong</p> <p>Y1 Children given opportunities to explore feelings and opinions. via open ended questioning</p> <p>Y2 Children are encouraged to express their feelings and opinions through our weekly PSRHE lessons.</p> <p>Y3 Children are given classroom roles and responsibilities at the start of the year and these are changed every half term/ week.</p> <p>Y4 PSHRE – Rights of the child</p> <p>Y5 Climate Cops.</p> <p>Y6 Every year 6 child is given a responsibility. Children choose the job/role which suits them best e.g. Harewood Voice, reading champion, librarian, gardener, sports leader.</p>
<b>Mutual respect</b>	<p><u>Mission Statement/School aims</u> Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them. We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly using Restorative Practice. All members of the school family are valued equally. We</p>

	<p>celebrate each other’s achievements whether that be in or out of school through our weekly Class Dojo assemblies.</p> <p>Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.</p> <p>When our older children are given key roles and responsibilities to work alongside younger children, this helps to promote mutual respect across the age phases. E.g. Reading Champions, Sports Leaders and Harewood Voice.</p> <p>We have high expectations of achievement and behaviour. This is reflected in our behaviour and PSRHE policy.</p> <p>Nursery Our setting encourages a tolerance of faiths, cultures, races and views. Developing an awareness of others through PSED sessions (use of books, such as “Happy In Our Skin” Creating a Kindness Tree Celebrating cultural events. Understanding the wider community by visiting places in the mini-bus</p> <p>Reception- Challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children’s experiences Encouraging appreciation and respect by discussing with children the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions</p> <p>Y1 Children’s differences are celebrated. Inclusion is fluid and is build upon through discussions and debates based upon texts e.g. Carrot Club. We are all different. Whole class celebration of achievements e.g my best work display, superhero, star of the week, kindness jar Children are given responsibilities within the class to support one another e.g helpers of the week</p> <p>Y2 Weekly assemblies include superhero of the week. Daily handwriting stars are chosen and each class has a wow board displaying children’s good work.</p> <p>Y3 PSRHE – Belonging and Respecting Others. Whole class celebrations: Superhero of the week, marvellous manners, english legend, maths magician, reader of the week and lucky pot for any good actions recognised.</p> <p>Y4 Assembly time – focus on thankfulness and random acts of kindness. PSHRE – Stereotypes</p> <p>Y5 Assemblies – whole class celebration of work and recognition of actions. Children have responsibilities such as Climate Cops.</p> <p>Y6 Assemblies – whole class celebration of work and recognition of actions. All Y6 children have key roles and responsibilities to work alongside younger children, this helps to promote mutual respect across the age phases. E.g. Reading Champions, Sports Leaders and Harewood Voice.</p>
<p><b>Tolerance for those of different faiths and beliefs</b></p>	<p><u>Mission Statement /school aims</u> Harewood Primary are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos, R.E and PSRHE policy and curriculum. This includes work on different religions, beliefs and cultures.</p> <p>Our central aim to 'Prepare children for the future' drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where technological advances will make the 'world a smaller place.'</p> <p>Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community</p>

	<p>are encouraged to treat each other with respect.</p> <p>Specific examples of how we at Harewood Primary enhance pupils' understanding and respect for different faiths and beliefs are:</p> <p>Developing awareness and appreciation of other cultures through Religious Education, PSRHE, English through fiction and in art and music by considering cultures from other parts of the world.</p> <p>Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.</p> <p>Children are encouraged to share their own experiences when celebrating their own faith. Activities within school support both children and adults of different or no faith, the children are taught respect and tolerance of these groups and the opinions of the groups are taken into account with all activities.</p> <p>Whilst instances contrary to our values are relatively rare, each is treated seriously in line with our policies and expectations.</p> <p>Nursery Celebrations (Remembrance Day, Bonfire Night, Diwali, Christmas, Birthdays, Chinese New Year, Easter)</p> <p>Reception- Different cultural wedding celebrations, Diwali, Christmas, Chinese New Year, Easter/Shrove Tuesday, Eid (Islam)</p> <p>Y1 Celebrate different cultural events throughout the year and RE lessons are delivered to enhance children's knowledge of different religions hence giving them understanding of differences Celebrate birthdays – At the start of each academic year, each child makes a birthday card for someone else in the class to choose when it is their birthday. PSRHE lessons delivered to reinforce acceptance / tolerance.</p> <p>Y2 Different events celebrated i.e. Eid, Diwali, Easter. English lessons incorporate celebrations i.e. Chinese New Year. Children learn about different cultures – China.</p> <p>Y3 PSRHE – New Beginnings, class rules and belonging at the start of the year. RE – recognise and celebrate cultural events throughout the year and cover all celebrations in RE lessons. RE topic – Believing and belonging.</p> <p>Y4 Celebrations (Remembrance Day, Bonfire Night, Diwali, Christmas, Birthdays, Chinese New Year, Easter) Birthday cards – one from each child at the beginning of the year and chosen on each individual birthday.</p> <p>Y5 Celebrate birthdays – At the start of each academic year, each child makes a birthday card for someone else in the class to choose when it is their birthday.</p> <p>Y6 Celebration of different cultural and religious events. RE topic – The Journey of Life</p>
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### Equal Opportunities

British Values are promoted to all children irrespective of age, ability, gender, religion or cultural background. Respecting the diversity of other cultures and lifestyles is a fundamental principle.

### Parental Involvement

As co-educators of children parents have an important role to play. They should be kept informed about the values and beliefs we promote so that they can make the most of any opportunities to develop and further discuss concepts and issues introduced at school. Homework should support learning in school and the teacher needs to provide parents with enough information to enable them to be clear about the purpose of the activity and their role.

### Role of the Governing Body

The School Improvement Committee has the role of approving and reviewing this policy.

Date the policy was introduced March 2015

Reviewed: February 2018 / February 2021/February 2022/February 2023