

Harewood Primary School



Aspire, Acquire, Achieve

BRITISH VALUES POLICY

Approved by Governors:	February 2024
Review Date:	February 2026
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> <i>Our opinions matter in school</i> 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></p> <ul style="list-style-type: none"> • 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. • We teach our children about democracy through our school curriculum and assemblies. • We teach our children how they can influence decision-making through the democratic process. A group of Year 6 children, Harewood Voice, ensure that each of our classes can voice their idea, opinions and concerns. Their role is to discuss important issues with the children, during assemblies, and collect pupil views. They then feedback this information to individual Governors, who share it with the Governing Body. This provides a pupil voice in the running of the school. Issues discussed include: School rules and values, bullying and behaviour, playtimes, British Values, safeguarding, curriculum and homework and protected characteristics. • We provide our children with a knowledge of, and promote respect for, public institutions and services. This included a visit by Tees Valley Mayor, Ben Houchen. • We help our children to express their views using pupil questionnaires and a pupil views section at the end of curriculum progression statements. • 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><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></p>

	<p>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>Y3 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>Y4 History topic – Law Makers – Recounting the progress to democracy and British Parliamentary system. 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>
<p>The Rule of Law</p>	<p><u>Mission Statement/ School aims</u> We keep to rules</p> <ul style="list-style-type: none"> • We teach our children about the rule of law through our school curriculum and assemblies. • We teach the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. • We have clear, consistent school rules, which are shared regularly and displayed in classrooms and around school: Safe, caring, respectful and ready. These rules form the basis of our behaviour policy and are used to help our children to distinguish right from wrong. • Our motto and core values create our school ethos and are an integral part of our school life. • A group of children have the opportunity to visit the Houses of Parliament to see where laws are made. • 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>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</p> <p>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.</p> <p>Y2 History topic (What were the two Queen Elisabeth’s like?) we look at the rules of the monarchy.</p> <p>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.</p> <p>Y4</p>

	<p>History -Law Makers – Magna Carta, E – Safety – ICT, PSHRE – Rights of the child</p> <p>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.</p> <p>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>
<p>Individual Liberty</p>	<p><u>Mission Statement/School aims</u></p> <p><i>We are free to make choices</i></p> <ul style="list-style-type: none"> • We teach our children about individual liberty through our school curriculum and assemblies. • We teach Online Safety units of work throughout school. We provide parents with information about keeping children safe online. Staff have regular online safety training. • We promote independence and encourage children throughout school to take responsibility for their behaviour and make safe choices that enable them to ASPIRE, ACQUIRE and ACHIEVE in all aspects of their learning and personal growth. • As pupils move up through the school they are supported to understand their rights, responsibilities and personal freedoms and are given appropriate advice to enable them to make independent decisions. • We support vulnerable pupils to make appropriate decisions and staff ensure that adults supporting them are doing so with the pupil’s best interests. • Each year group focuses on individuals who have had to fight for individual liberty and freedom, such as Nelson Mandela and Rosa Parks. • We implement a strong anti-bullying culture, which is the focus of PSRHE lessons, assemblies and Harewood Voice. • All children in Year 6 have a role within school. They are provided with training for their jobs and play an important role across school. Children wear badges to highlight their roles to all children and staff. Jobs include: reading ambassadors, maths ambassadors, health and safety, sports leaders, playground friends, Harewood Scene and Harewood Voice. Year 5 children are eco ambassadors. • Our children are given the freedom to make safe choices through opportunities such as our extra-curricular clubs and many trips and first-hand experiences. • Kidsafe is delivered from reception to Y6. <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"> • Be effective and successful learners • Make and sustain friendships • Deal with and resolve conflict evenly and fairly • Solve problems with others by themselves • Be able to promote calm and optimistic states that promote the achievement of goals • Recover from setbacks and persist in the face of difficulties • Work and play cooperatively • Compete fairly and win or lose with dignity and respect for all competitors • Recognise and stand up for their rights and the rights of others • Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own. • To respect and value our world, and the things, both material and alive that exist within it. <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>
<p>Mutual respect</p>	<p><u>Mission Statement/School aims</u> <i>We look after each other and our school and celebrate each other's differences</i></p> <ul style="list-style-type: none"> • Being Respectful is a core value of school and one of our four school rules. It is at the heart of everything we do. • Respect and tolerance is taught through our RE scheme, PSRHE, our curriculum and assemblies. Pupils are encouraged to discuss and respect differences between people • We explore the protected characteristics of the 2010 Equality Act to promote respect for individual differences and to actively challenge stereotypes. This is achieved through PSRHE lessons, assemblies, a wide selection of books, which explore positive role models, science days to challenge stereotypes, career days and across the curriculum. • We challenge prejudicial or discriminatory behaviour. • We organise visits to places of worship. • 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 celebrate each other's achievements whether that be in or out of school through our weekly Class Dojo assemblies. <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</p>

	<p>Assembly time – focus on thankfulness and random acts of kindness. PSHRE – Stereotypes Y5 Assemblies – whole class celebration of work and recognition of actions. Children have responsibilities such as Climate Cops. 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>Tolerance for those of different faiths and beliefs</p>	<p><u>Mission Statement /school aims</u> <i>We look after each other and our school and celebrate each other's differences</i> Harewood Primary are proud to promote and celebrate our different backgrounds and beliefs.</p> <ul style="list-style-type: none"> • Our school motto, Aspire, Acquire, Achieve 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.' • We develop 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. • 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. • Whilst instances contrary to our values are relatively rare, each is treated seriously in line with our policies and expectations. <p>Nursery Celebrations (Remembrance Day, Bonfire Night, Diwali, Christmas, Birthdays, Chinese New Year, Easter) Reception- Different cultural wedding celebrations, Diwali, Christmas, Chinese New Year, Easter/Shrove Tuesday, Eid (Islam) 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. Y2 Different events celebrated i.e. Eid, Diwali, Easter. English lessons incorporate celebrations i.e. Chinese New Year. Children learn about different cultures – China. 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. 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. 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. Y6 Celebration of different cultural and religious events. RE topic – The Journey of Life</p>

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/February 2024