

Prescot CP School  
'Putting the learner first'

# British Values Policy & Practice

2017



## **Background**

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as “being British”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

### Further reading:

<https://schoolleaders.thekeysupport.com/administration-and-management/marketing-and-media/websites/resolvelink?id=280576>

<http://www.bbc.co.uk/news/education-27777421>

<http://www.legislation.gov.uk/uksi/2014/2374/regulation/2/made>

<http://www.teachingtimes.com/articles/what-is-britishness-gove-british-value>

<http://www.parliament.uk/education/teaching-resources-lesson-plans/>

## **Key Principles: What is “Britishness”?**

British values are defined as:

<b>Ofsted Version</b>	<b>DfE Version</b>
Democracy	Respect for democracy and support for participation in the democratic process
The rule of law	Respect for the basis on which the law is made and applies in England
	Support for equality of opportunity for all
Individual liberty	Support and respect for the liberties of all within the law
Mutual respect and tolerance of those with different faiths and beliefs	Respect for and tolerance of different faiths and religious and other beliefs

### **What does ‘Actively promote ...’ mean?**

- Focus on, and show how, the school’s work is effective in securing these values
- Challenging pupils, staff or parents who express opinions contrary to British values

## **Aims**

**At Prescott CP School – and in line with the individual pupils' capacity to understand the concepts and ideas – we aim to promote principles that:**

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Specifically, we aim to:

### **1. Democracy:**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Hold 'mock elections' so pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

### **2. Rule of law**

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

### **3. Individual liberty**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture

### **4. Respect and tolerance**

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

### **Teaching and Learning**

Every school is expected to ensure that its curriculum enables the pupils to explore what it means to be British. Within this, schools are encouraged to develop the pupils' ability to:

- describe their own identities and the groups that they feel they belong to;
- recognise different identities and experiences;
- appreciate that identity consists of many factors;
- recognise that each person's identity is unique and can change;
- begin to understand the idea of stereotypes.

## How will we actively promote British Values at PCP?

At PCP, we promote British values through:

- An annual plan for whole school assemblies that covers British Values alongside our school values and Awareness Days. **(see Appendix i)**
- Class assemblies which reflect the whole school theme and allow time for the children to reflect.
- An RE scheme that explores different world faiths: identifying with and developing appreciation for different beliefs.
- A new curriculum where links and opportunities are made to reflect on British Values and develop understanding within a context. **(see Appendix ii)**
- A robust PE curriculum which strengthens British Values, **(see Appendix iii)**
- An active School Council that meets regularly to discuss issues important to our school community. School Councillors can take responsibility for disseminating British Values to their peers. They are involved in decision-making processes and contribute ideas.
- A Pupil Leader Scheme which is based on a democratic system, where children must apply for a post. Pupil elections may take place for some Leaders.
- A strong Behaviour Policy which is consistent across the school, carrying a strong anti-bullying message. Each class is asked to decide on their own system of class rules and children are encouraged to take responsibility for their own behaviour.
- Learning mentors who develop a restorative justice approach when resolving conflicts.
- A 'Safer Internet' message which will help us to be more vigilant in preventing pupils from extremist views.
- Promoting independent choice in lessons.
- Valuing freedom of speech and the opportunity to debate moral issues.
- Planning visits from outside agencies who promote British Values, eg: the Police.

### Evaluating

- Observation and evaluation of lessons
- Recorded work and displays
- Pupil interviews
- Attendance records for clubs
- Assembly records

## **APPENDICES**

Appendix i: Annual Assembly Plan

Appendix ii: New curriculum links with British Values

Appendix iii: British Values and the PE Curriculum

Appendix iv: Examples of activities that may be taught and revisited across the phases

## Appendix i: Annual Assembly Plan

### 2017 - 2018 Assembly Overview

This is an overview of the year's events. British values and school values should also be an integral part of the assembly plan. These themes may lead onto further, smaller group discussions in class.

Some of these assemblies may involve pupil voice, digital surveys or use of 1:1 iPads or pupil performances. Some Friday assemblies may be planned and lead by the House Teams or the School Council. All of our assemblies will involve moments of reflection and paired discussion that allow the pupils to think more deeply and share/discuss ideas.

**KS1: Thursday assemblies (every other week)**

**KS2: Wednesday assemblies (every other week)**

**Whole school: Friday assemblies – including weekly 'House' news and the celebration of the winning House. Attendance & punctuality celebrated and promoted here too.**

Yeargroup Cornerstones Assemblies should be planned into the calendar as far in advance as possible.

Phase Leaders ask teachers to plan ahead for these.

Date (Week beginning)	Theme for each half term	Key dates & possible starting points	SMSC Theme School Values
12.09.16 ?????	<b>SAFEGUARDING:</b> <ul style="list-style-type: none"> <li>Personal safety, physical and emotional.</li> <li>Coping with change</li> <li>Pupil safeguards</li> <li>Rules – why have them?</li> <li>Behaviour – expectations.</li> <li>Safeguards around school</li> <li>Emotional wellbeing (friendships)</li> <li>Its good to talk – who can I talk to?</li> </ul>	Wed 13 <sup>th</sup> – Roald Dahl Day Fri 15 <sup>th</sup> – International Day for Democracy – making decisions/choices. School Council?	Respect British Values: Democracy
11.09.17		Safeguarding	Personal safety & safeguarding - recap
18.09.17		Safeguarding	“
25.10.17		Tues 26 <sup>th</sup> – European day of Languages	Confidence Opportunity Enjoyment
02.10.17		Celebrating difference.	Mutual respect
09.10.17		Wed 11 <sup>th</sup> – International day of the girl Challenge stereotypes	Mutual respect Democracy
16.10.17		Wed 18 <sup>th</sup> – Anti Slavery Day Challenging views – decision making, using your voice for good. Thurs 19 <sup>th</sup> : Diwali – Hindu Festival of lights	Mutual respect Freedom – lack of it
30.10.17		<b>BUILDING LEARNING POWER:</b>	Halloween/Bonfire Night – Personal safety
06.11.17	<ul style="list-style-type: none"> <li>Growth mindset</li> <li>Resilience/Grit</li> <li>Determination</li> <li>Learning from mistakes</li> <li>Working together</li> <li>Questioning</li> </ul>	Sat 11 <sup>th</sup> – Remembrance Day (Sun 12 <sup>th</sup> Nov: Prescott Remembrance Parade leaves from school – decorate hall appropriately.) All week – poppies/develop understanding. WW1 stories.	Mutual respect Confidence Teamwork & support
13.11.17		13-17 – Anti Bullying Week 'All different. All equal'. Fri 17 <sup>th</sup> – Children in Need – 'Do your thing' Continue the 'Power for good' theme. Look at anti-bullying website for ideas. Promote respect for individual differences.	Individual liberty
20.11.17		Building learning power	
27.11.17		Building learning power	
04.12.17		Festivals in different cultures: Hanukkah	Mutual

			respect
11.12.17		Christmas celebrations around the world	Mutual respect
18.12.17		Christmas	
<b>CHRISTMAS</b>			
<b>PLAN AHEAD: SPRING TERM: Y1 TO Y5 CORNERSTONES ASSEMBLIES. (R AND Y6 SUMMER TERM).</b>			
08.01.18	<b>WELLBEING:</b> <ul style="list-style-type: none"> <li>Keep healthy – eat well</li> <li>Sleep</li> <li>Feeling included, including others</li> <li>Stay active</li> <li>Doing the right thing</li> <li>Helping others out</li> <li>Feeling cared for (nurtured)</li> </ul>	New year. Resolutions/hopes	Opportunities
15.01.18		Wellbeing	Safeguarding
22.01.18		Sat 27 <sup>th</sup> – Holocaust Memorial Day	Individual liberty
29.01.18		National Storytelling Week (Scholastic Book Fair)	Enjoyment
05.02.18		Tues 6 <sup>th</sup> – Safer Internet Day – separate assembly?	Safeguarding
19.02.18	<b>BRITISH VALUES:</b> <ul style="list-style-type: none"> <li>Democracy</li> <li>Rule of Law</li> <li>Tolerance &amp; mutual respect for different faiths</li> <li>Individual liberty</li> </ul>	British Values	Mutual respect
26.02.18		Thurs 1st – World Book Day	Enjoyment
05.03.18		National Careers Week – whole school focus on aspirations/future careers/qualities.	Opportunity
12.03.18		Tues 13 <sup>th</sup> – Shrove Tuesday	
19.03.18		Wed 21 <sup>st</sup> – World Poetry Day Sports Relief 17-23 March	Enjoyment Teamwork & support
26.03.18		Traditions	
<b>EASTER</b>			
16.04.17	<b>GLOBAL LEARNING:</b> <ul style="list-style-type: none"> <li>Explore worldwide issues and news.</li> </ul>	Global Learning	Mutual respect Tolerance
23.04.18		Mon 23 <sup>rd</sup> – St George’s Day GL	“
30.04.18		Global Learning	“
08.05.18		Global Learning	
14.05.18		Tues 15 <sup>th</sup> – International day of families. Look at diversity, how families are different Walk to school week 14-18 May Ramadan – 15 May to 14 June	Mutual respect Individual liberty Safety
21.05.18	Global Learning		
11.06.18	<b>GOOD CITIZENS:</b> <ul style="list-style-type: none"> <li>Rights &amp; responsibilities</li> <li>Making decisions</li> <li>Good citizens in the news/local community</li> <li>Empathy</li> <li>Contributing &amp; joining in</li> </ul>	Citizenship	Mutual respect & tolerance
18.06.18		Citizenship	Teamwork & support Confidence
25.06.18		National Sports Week: 25 - 29 June SPORTS DAYS	Mutual respect Teamwork
02.07.18		Citizenship	Support
09.07.18		Fri 14 <sup>th</sup> – Bastille Day	Personal liberty
16.07.18		PCP Sports Personality of the Year Awards	Mutual respect



## Appendix ii: New curriculum links with British Values

Certain elements of the British Values Curriculum happen throughout the school day in every classroom throughout school. Those core principles that are linked to behaviour, school rules, expectations and responsibility are present in everything we do. The list below is not exhaustive but is representative of the areas in which British Values are most explicit.

Year group	Unit/topic focus	Subject focus	BV Objectives covered
N	Throughout all topics	PSED  (Continuous)	<ul style="list-style-type: none"> <li>Encouraging the children to share, take turns, express preferences and make simple decisions</li> <li>Display friendly behaviour and sometimes begin to resolve conflicts with others.</li> <li>Begin to show a sensitivity to others who may be different to them.</li> <li>Following their own ideas, making personal choices</li> <li>Begin to distinguish right from wrong.</li> </ul>
R	Feelings	PSED	<ul style="list-style-type: none"> <li>Friendships – stories, 'Will you be my friend?', 'What happens when I fall asleep?'</li> <li>How to deal with conflict – managing feelings and behaviour: Democracy</li> <li>What makes us special? Respect &amp; Tolerance</li> </ul>
R	Special occasions  (Chinese New Year/Diwali/Holi/Christmas)	RE	<ul style="list-style-type: none"> <li>Knowing the different ways that people celebrate and beginning to understand that there are differences: Respect &amp; Tolerance</li> </ul>
R	Pupil voice	C, L & L	<ul style="list-style-type: none"> <li>Encourage all children to share ideas on how they would like the class set up/a new playground idea. Encourage listening to each other's views and ideas: Individual Liberty</li> </ul>
R	People who help us	KUW	<ul style="list-style-type: none"> <li>Identifying people in the community who help us and promoting respect for them: Democracy</li> </ul>
Y1	Bright lights, big city	Multi-focus	<ul style="list-style-type: none"> <li>Different lives</li> <li>Rule of law</li> <li>Democracy</li> </ul>
Y1	The enchanted woodland	Multifocus	<ul style="list-style-type: none"> <li>Protecting the environment. Respect</li> <li>Imagination. Differences.</li> </ul>
Y1	Rio de Vida	Geography  RE	<ul style="list-style-type: none"> <li>Different cultures. Appreciating difference</li> <li>Understanding different beliefs.</li> <li>Respect</li> </ul>
Y2	Land ahoy!	Geography  English	<ul style="list-style-type: none"> <li>Planning their own island/treasure map: decision-making skills: Democracy</li> <li>Stories about pirates, discussing right and wrong: Rule of Law</li> <li>Restorative justice: Rule of Law</li> </ul>

Y2	Towers, Tunnels & Turrets	History English	<ul style="list-style-type: none"> <li>Why build castles? As protection? Did castles protect those inside? Were there any rules?: Rule of Law</li> <li>Fairy tales: look at characters and who is right/wrong? : Rule of Law</li> <li>Fairy Tales: encourage the children to discuss characters: Challenge stereotypes</li> </ul>
Y2	The Scented Garden	Science	<ul style="list-style-type: none"> <li>Presenting facts and viewpoints about what is in the garden: Individual Liberty/Democracy</li> <li>Personal choice and responsibility: Individual Liberty</li> </ul>
Y3	The Greeks	History English	<ul style="list-style-type: none"> <li>Beginning to understand 'democracy' through class votes.</li> <li>Children voicing their own opinions and persuading others: Individual liberty</li> </ul>
Y3	Judaism	RE	<ul style="list-style-type: none"> <li>Exploring and gaining understanding of the beliefs of others</li> <li>Discussing differences between people</li> <li>Developing critical personal thinking skills: Respect &amp; Tolerance</li> </ul>
Y3	Care & Concern	RE	<ul style="list-style-type: none"> <li>Lots of discussion around taking responsibility for their own behaviour and the consequences for others: Individual liberty</li> </ul>
Y3	Heroes & Villains	English History	<ul style="list-style-type: none"> <li>Work on 'The Victorians' and 'Oliver' helps the children to distinguish between right and wrong: Rule of law</li> </ul>
Y4	The Romans	History	<ul style="list-style-type: none"> <li>Roman laws and how they protected the citizens living within the law: Rule of Law</li> <li>Discussion over injustice, (Boudicca) and how it can be challenged in different ways: Democracy</li> </ul>
Y4	Buddhism	RE	<ul style="list-style-type: none"> <li>Exploring and gaining understanding of the beliefs of others</li> <li>Discussing differences between people</li> <li>Developing critical personal thinking skills: Respect &amp; Tolerance</li> </ul>
Y4	Crime & Punishment Blue Abyss	Speaking & Listening	<ul style="list-style-type: none"> <li>Rule of Law/Right and Wrong/Changes over time/Individual Liberty</li> <li>Debates: Freedom of speech</li> <li>Environmental issues. (Respect)</li> </ul>
Y4	Playscripts	English	<ul style="list-style-type: none"> <li>Performing their own plays/poetry: Developing self-esteem and self-confidence</li> </ul>
Y5	Pestilence, Princes & Peasants	History Science	<ul style="list-style-type: none"> <li>Peasants revolt/ Class vote and election: Democracy</li> <li>Hierarchy of class systems</li> </ul>
Y5	Pharoahs	History	<ul style="list-style-type: none"> <li>Slavery: Individual Liberty/Respect for other cultures</li> </ul>
Y5	Daily 'Big Questions'	English	<ul style="list-style-type: none"> <li>Respect, Tolerance.</li> </ul>

Y5	Peace	RE	<ul style="list-style-type: none"> <li>Promoting respect for individual differences and beliefs.</li> </ul>
Y6	The Earth	English	<ul style="list-style-type: none"> <li>Dilemma-based learning, helping pupils to express their opinions – persuasive letters to David Attenborough, balanced arguments.</li> </ul>
Y6	Daily 'Big Questions'	English	<ul style="list-style-type: none"> <li>Respect, Tolerance.</li> </ul>
Y6	World War II	History/English	<ul style="list-style-type: none"> <li>Focus on the Holocaust and the impact of war. Respect. Tolerance. Individual Liberty.</li> <li></li> </ul>
Y6	Humanism Justice & Freedom	RE	<ul style="list-style-type: none"> <li>Promoting respect for individual differences and beliefs.</li> <li>Acquire an understanding of different religions, beliefs and ways of life.</li> <li>Discrimination.</li> <li>Human rights.</li> <li>Non-violent protests.</li> <li>Key figures influenced by religious beliefs.</li> <li>Challenging stereotypes: Respect &amp; Tolerance/Individual Liberty</li> <li>Research non-religious world view</li> </ul>

## **Appendix iii: British Values and the PE Curriculum**

We aim to instil British values to all our pupils in a variety of ways within Physical Education. Through our carefully planned curriculum – inside and outside of school hours - we aim to teach and develop lifelong skills that are applicable not just in PE lessons but in wider society also.

### **Democracy:**

Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.

### **Rule of Law:**

A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

### **Individual Liberty:**

Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.

Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. Pupils in KS2 are encouraged to become Sports Leaders; they work with younger children at play times and have an important role during Sports Weeks and Festivals.

Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs being responsible for their groups cardiovascular element and stretching.

### **Tolerance:**

Students in PE use of a range of social skills in different contexts. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games. Through Dance, pupils learn about how to express themselves in different ways.

## **Appendix iv: Examples of activities that may be taught and revisited across the phases.**

In line with their individual cognitive difficulties and special educational needs, the pupils:

- Explore identity. Discuss the different groups to which they belong.
- Describe themselves to other people.

Where are they from etc?

What do they like doing?

What are they good at?

What are their beliefs?

What clubs do they attend?

- Identify a celebrity who they think is typically British. Why? Give reasons/
- Understand how Britishness differs from being English, Scottish, Irish or Welsh
- Use flash cards to choose qualities they believe best represent Britishness?
- Identify where they form their opinions from (media, family, holidays etc)
- Evaluate a range of statements about Britishness and state if they are fair? For instance, are they realistic?
  - Do we all share the same values?
  - Do we all eat roast beef?
  - Do we all binge drink?
- Explore the value of over-generalisations about people and the pitfalls of stereotyping
- Explore examples of what other people say about the British (stereotypical):
- Which of the stereotypes are negative?
- Can a stereotype be positive?
- Understand why they think other people have these stereotypes of Britishness.
- Produce a report which will examine and explore the question of Britishness - targeting different audiences for their report (for example a year three child, a visiting student from overseas, etc)
- Y6 Pupil Conferences - twice a year. Looking at the issues of growing up in relation to the wider world and their role as a British Citizen.