



All Saints CEVA Primary School

Guidance for Promoting Fundamental British Values

In 2011, the government defined Fundamental British Values (FBV) as ...'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.' We promote these values through our own Christian values, curriculum and enrichment activities. Governors are committed to the promotion of FBV for example through 'Governors Terms of Reference', the Safeguarding Policy and the Prevent Policy. Our worship schedule further demonstrates our commitment to FBV which provides opportunity to promote and reflect upon FBV.

Value	How We Promote It
<p>Democracy</p> <p>Links to school values: Wisdom Humility Justice Hope</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> • We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage volunteerism in and out of school. This includes things like showing visitors around the school and raising money for local and national charities. • The beginnings of democracy are taught through historical research of the Ancient Greece civilisation (in Y3). • Democracy is also promoted through additional PSHE/SMSC lessons and worship. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
<p>The rule of law</p> <p>Links to school values: Courage Peace Justice</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour, good attendance and consistent demonstration of our values, this is recognised through awards of certificates and special termly reward events. • Through our school worship, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • Police officer / PCSO will visit the school to talk to the children and explain about their role in society. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
<p>Individual liberty</p> <p>Links to school values: Compassion Friendship Forgiveness</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Visiting Local Magistrates to Year 6, possible development to UKS 2 • Through our school values and the SEAL PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. • SEAL has specific units relating to individual liberty including 'Good To Be Me!' – See Christian and Fundamental British Values below. • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, worship and outside organisations such as the NSPCC, as well as through the PSHE curriculum.

Mutual respect

Links to school values:

Compassion
Thankfulness
Peace

UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

- We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality Policy.
- Through our school's values, SEAL scheme, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.
- The SEAL theme of 'Getting on and Falling Out' explores these issues well.
- Mutual respect is also promoted through additional PSHE lessons and worship. A range of specific worships are delivered focusing on helping other pupils to understand specific special needs.
- Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.

Tolerance of different faiths and beliefs

Links to school values:

Peace
Friendship
Trust

UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

- We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality, Diversity and Cohesion Policy.
- Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in worship is often displayed in the classrooms or around the school.
- This is supplemented by worship (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali.
- Visits are made by local religious leaders and children have the opportunity to visit places of worship.
- Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.

Christian and Fundamental British Values- Yearly Structure

<http://christianvaluesforschools.com/>

2015/16 Term	Value	British Value	Vision	SEAL linked unit	Bible story
1	Respect	Individual liberty	We are looking forward to our future	Changes	The storm (Matthew 8 18-27)
2	Forgiveness	The rule of law (civil law)	We all deserve a chance to put things right	Getting on and falling out	The prodigal son (Luke 15 11-32)
3	Endurance	Tolerance	We try our hardest in all we do	Going for goals	Moses and the escape from Egypt (Exodus 7-14)
4	Wisdom	Democracy	Everyone is good at something	Good to be me	Jesus visits the temple
5	Trust	Mutual respect	We help each other to be safe	Relationships	Jesus calms the storm (Matthew 8 23-27)
6	Honesty	The rule of law	We are all responsible for each other and ourselves	Changes	Peter's denial of Jesus (Matthew 26 69-75)

2016/17 Term	Value	British Value	Vision	SEAL linked unit	Bible story
1	Compassion	Tolerance	Everyone matters in our family	New beginnings	Noah's Ark (Genesis 5)
2	Service	Mutual respect	We help each other to be safe and happy	Getting on and falling out	Jesus washing the feet (John 13 1-9)
3	Courage	Individual liberty	We have to keep on trying even when things are tough	Going for goals	Daniel in the lion's den (Daniel 6 1-23)
4	Joy	The rule of law	We need to learn from everything and everyone	Good to be me	Zaccheus (Luke 19 1-10)
5	Kindness	Mutual respect	We are all responsible for each other and ourselves	Relationships	The Good Samaritan (Luke 10 25-37)
6	Hope	Democracy	We are looking forward to our future	Changes	The storm (Matthew 8 18-27)

So how do we teach it, where is the evidence and what can we do next?

Whole school: Whole school launch of FBV via worship on Tuesday 5th January 2016 lead by Deputy Head Teacher. Class teachers to carry out follow up work with class's week beginning 4th and 11th January 2016. Meeting between Alex Hardwick (Governor) and Deputy Head Teacher Thursday 7th January 2016 to share governor training and review current practice and recommended next steps..

Current Provision/Position:

FBV	Year	Activity
Democracy	6 5 4 3 2 1 R	Voting for school council. Writing class 'rules'. Voting for school council. Discussion around creating class rules. Choosing 'Pupil voice' topics Study of the ancient Greeks Voting for School council. Class responsibilities and roles – voting. Vote for jobs in class. School council rep. Class worship. Votes for choices of activity. Union Jack display.
Rule of law	6 5 4 3 2 1 R	Magistrates visit (Jan '16). School rules and 'E' safety rules The consequence of breaking class rules and the GTBG system. GTBG awards and sanctions Class discussion including worship follow up Classroom promises and application of school rules. GTBG. Class worship – comparing different societies/countries laws School rules. GTBG. The role of the Police.
Liberty	6 5 4 3 2 1 R	Choosing clubs, books, Young leaders Children to choose or suggest ideas for the 'treat jar' Suggestions for content in worship E – Safety, anti-bullying awareness. Links to school Behaviour Policy discussed Choosing: own reading book, some activities. PSHE – Discussion in T4W – allowed to write own words Class worship about 'Being Myself'
Mutual respect	6 5 4 3 2 1 R	GTBG. Celebrating others awards Celebrating awards for others e.g. children to celebrate peers skills etc Through PE/sports lessons and competitions. Valuing others opinions including visitors to our school PSHE – safe and welcoming working classroom environment Displays in classrooms and stories Class rules – respect other differences e.g. medical needs. Real PE Respect for each other continually being taught
Tolerance	6 5 4 3 2 1 R	PSHE discussion. Lessons linked to the Olympics. Worship Class discussions around accepting peoples different views and beliefs RE – studying different religions and cultures. Worship RE – embracing multi-cultures e.g. Islam. Worship. RE and PSHE – class discussions. Worship. RE – Judaism accepting other faiths, religions Discussion with children about why Britain is Great Britain

Our FBV next steps:

	Action	Progress (RAG)
1	All pupils to be able to articulate what the FBV are and how they promote 'Britishness'. This to be assessed by SLT during Term3 2016.	
2	We need to create an over view of how/where we deliver FBV across our school.	
3	Resources for staff to be made available on the T drive and/or Learning Platform	
4	Relevant FBV documentation to be available via the schools web site.	
5	All governors to complete the on line College of Policing Channel Prevent training.	
6	Identify a SMSC governor	
7	Make sure that there is a governor code of conduct in place and that this references FBV. <i>Behaviour Policy and Handbook covers conduct of all staff and visitors and will need to be amended to include reference to FBV as per 10. below.</i>	
8	FBV and associated documentation to be on the FGB agenda February 11 th 2016	
9	All staff to complete a FBV Provision Map and for this to inform whole school Position Statement	
10	When policies are scheduled for review (including: Safeguarding Policy, Prevent policy, E Safety Policy) and Governors Terms of reference to include FBV.	

Curriculum development:

Literacy: Many reading books have themes covering tolerance, mutual respect and democracy. Lessons to look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures could also be examined. Lessons could explore the meaning of concepts such as mutual respect, democracy and tolerance.

PSHE/SMSC: Pupils should be able to understand liberty, personal rights and freedoms, and they should be advised on how to exercise these safely. Pupils should have the opportunity to learn about different models of democracy and take part in votes, 'Pupil Voice' questionnaires and our School Council. Topics such as anti-homophobia, equal rights, and E-Safety should be taught.

Religious Education (RE): Lessons should reinforce messages of tolerance and respect for others. Children should have the opportunity to visit places of worship that are important to different faiths. Schools can actively promote diversity through celebrations of different faiths and cultures

Humanities: Pupils should analyse events in UK and world history where British values have been tested such as both World Wars. Pupils could look at how different cultures live and work throughout the world.

General: In some subject areas it is difficult to deliver and promote British Values in a meaningful way and in addition to subject specific promotion we should take a holistic approach wherever possible when teaching British values rather than concentrating on individual subjects.

DSR
Sept 2015
Jan 2016