

Promoting British Values at Uplands Junior School

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

Uplands Junior School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Uplands Junior School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Our school uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Uplands Junior School seeks to instill and promote British Values.

Questions	Evidence	Possible Impact	Action Points for Development
<p><i>How do we promote the value of democracy in lessons and wider school life?</i></p>	<ul style="list-style-type: none"> • School Council Elections • House captain elections • Pupils vote for their half termly golden time activity in each class • Children decide on class rules at the start of each academic year • Pupils vote on some decisions around school e.g. early morning routines • Pupils have regular “Pupil voice” which helps to shape both the curriculum and their school • Year 6 PSHE unit on “Democracy” • Teaching/ Assembly Topics : British values features as part of the termly assembly rota • Debate is used as a teaching tool across year groups and in different subjects • Year 4 children make decisions around which charity to support • Subject leaders use pupil voice as a way of improving key aspects • Democracy is taught as part of the assembly rota during an election (general or local) • School council involved in the appointment of the current Headteacher and Deputy Headteacher <p>Useful websites: http://www.parliament.uk/education/teaching-resources-lesson-plans/ Espresso News Bites http://www.bbc.co.uk/newsround</p>	<p>Children are able to work co-operatively in pairs and groups as well as in whole class situations.</p> <p>They understand turn taking and respecting the views of others.</p> <p>Children practise democracy through school council elections and through opportunities to debate in class.</p> <p>Childrens’ voices are heard and bring about change</p>	<p>Investigate possible trip to the council chambers or the Houses of Parliament in London</p>
<p><i>How do we promote the value of the rule of law in lessons and wider school life?</i></p>	<ul style="list-style-type: none"> • School behaviour policy with clear sanctions and rewards • Home/ school agreements • Class charters on rules • Visits to schools from public services (e.g. police/fire service/cycle wardens/) 	<p>Children can articulate how and why we need to behave in school and demonstrate they understand</p>	<p>To further consider how laws were developed</p>

	<ul style="list-style-type: none"> • E Safety/Cyber bullying units in all year groups. Safer Internet day • Respect For All ethos embedded throughout school • Anti bullying week activities <p>Useful websites: Espresso News Bites http://www.bbc.co.uk/newsround</p>	<p>and can abide by rules.</p> <p>The behaviour of the children is extremely good</p> <p>Incidences of serious misbehaviour are very low.</p> <p>Children show a maturity in resolving issues themselves</p>	
<p><i>How do we</i></p> <p><i>promote the value of individual liberty in lessons and wider school life?</i></p>	<ul style="list-style-type: none"> • In PSHE children are taught about personal responsibility, choices, ambition and aspiration • Children encouraged to take opportunities to follow their interests in art, music, sport etc • Personal interests are recognised in the weekly Awards assembly • Being Brilliant week promoted individuality and personal interests-show me your talent • Musical celebrations/showcases in school • Whole class instrumental tuition • Arts week • Sports week • Science week including individual personal interest topics • Range of before/ after school clubs to suit a variety of interests • Children taught to keep themselves safe including on-line (computing, assemblies, outside agencies e.g. NSPCC and PSHE) • Assembly "If you'd like to join me in 	<p>Children</p> <p>understand the importance of accepting responsibility and their right to be heard in school.</p> <p>Children demonstrate independence of thought and action.</p> <p>Children display</p>	<p>Explore and use</p> <p>the Oxfam and Unicef resources for assembly</p>

	<p>my prayer”</p> <ul style="list-style-type: none"> • “Respect For All” ethos across the school • Children select how to complete their homework tasks-individual creativity • Children taught the UN convention on The Rights of a child • Fire safety activities in Year 4 • Bikeability in Years 4,5 and 6 • Being Brilliant certificates in Awards assembly each week <p><u>Useful websites:</u></p> <p>http://www.oxfam.org.uk/education/resources/childrens-rights</p> <p>http://www.unicef.org/Education/Resources-Overview/Resources/</p>	<p>“Respect For All”</p>	
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<p><i>How do we promote the value of mutual respect in lessons and wider school life?</i></p>	<ul style="list-style-type: none"> • Children learn that their behaviour has an effect on their own rights and those of others • Fully inclusive curriculum • “Respect For All” ethos throughout school • Rights Respecting certificates • Being Brilliant certificates • Differences between people such as faith, ethnicity, disability, gender or sexuality and differences of family situations are discussed through PSHE • Black History Month/Respect for fallen through Remembrance Day • Themed days across school e.g. Diwali, St. George-including themed lunchtime food choices • Range of leadership roles for pupils within school-lunchtime helpers, playground helpers, singing playgrounds, office assistants etc • Charity action: Yr6 Macmillan coffee afternoon for parents, Yr 4 organise a charity sale afternoon as part of PSHE, Children in Need, Comic Relief • Charity representatives in assembly e.g. Water Aid, Heart Foundation <p>Useful websites:</p> <p>http://www.schoolslinkingnetwork.org.uk/resources-area/</p> <p>http://www.gogivers.org/</p> <p>http://www.preventforschools.org/</p>	<p>Children demonstrate respect for themselves and others in their general conduct and care for one another.</p> <p>Pupils are able to explain how they show respect to others and how they feel about it for themselves.</p> <p>Children show empathy to others e.g. charity cake sale for mental health charity inspired by a group of children</p> <p>Children show “Respect” for others</p>	<p>Extend the celebration of Black History Month across school</p> <p>Promote current affairs in assembly</p>
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<p><i>How do we promote the value of tolerance of different faiths & beliefs in lessons and wider school life?</i></p>	<ul style="list-style-type: none"> • RE Curriculum • Visits to and from different faith groups/ places of worship-4 across KS2-church, temple, mosque and gurdwara • Annual celebration of Diwali-children wear own traditional clothing • Assemblies on Diwali, Vaisakhi, Ramadan etc reflective of our school community • Focus weeks to learn about life & cultures of other countries e.g. Olympics, Football World Cup • Discussions around prejudice and prejudice based bullying • Value the diverse ethnic/religious backgrounds of all our pupils and families and undertake a variety of events and lessons to celebrate these • Regular visits from St. Philips church staff • "Life" exhibition at St> Philips-every two years • Open the Book assemblies provided by St Phillips and linked to morality • Full assembly rota covering a range of faiths, celebrations etc • Ramadan-parents visit school to share gifts with whole community • Anti-bullying week activities 	<p>Children are able to articulate why respect and tolerance are important</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</p>	<p>Include World Music as part of assembly</p> <p>Bring the celebrations of Eid and Vaisakhi into the curriculum</p> <p>Invite other religious leaders into school assembly</p>

<p><i>How do we challenge opinions or behaviours that are contrary to fundamental British values?</i></p>	<ul style="list-style-type: none"> • We will actively challenge pupils, staff or parents expressing opinions or behaviours that are contrary to fundamental British values, including 'extremist views'. • Prevent/ Extremism is written into the school's safeguarding policy • Staff/ governor training around British Values • Staff/ governor training around Prevent • All staff completed online Prevent training • Work alongside multi agencies 		
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Book list to incorporate British Values into literacy:

<http://www.schoolslinkingnetwork.org.uk/resources-area/words-language/activities-book-list/>

