**How are British Values promoted through Orrets Meadow?**

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|  | **Current Practice** | **Further Development** |
| **Democracy**  How citizens can influence decision-making through the democratic process | **Pupil Voice through:**  - Pupil questionnaires – attitudes to school, curriculum, behaviour etc  **School council:**  -class use of voting to for school council and make decisions relevant to pupils  - budget, school council given a budget to spend on what they would like  -how can we improve Orrets Meadow?  -School council think of ways the school can be improved  -designing the new school logo  -re-writing the schools Code of Conduct  -joining Sandbrook school council to make joint decisions on a fair for both schools  **House Captains:**  -Voted in by peers  -Support in making decisions i.e. how to raise money for school i.e. cake sales, non-uniform day etc  **School planet teams:**  -Make decisions on end of term treat  -Can vote e.g. school fair, school fund event etc  **Lessons:**  -Opportunities to make decisions, guide learning.  Dimensions unit – law and order – Democracy  Ballot boxes in classrooms  **Courses:**  -RW attended a British Values course and fed back to staff at a staff meeting  - School became a member of Go-Givers website and use it to promote British Values.  - SMSC lead attends cluster meetings and applying for SMSC Gold Award. | - All children in school to be involved in the assessment of where the school currently is in terms of RRSA |
| **The rule of law**   * An appreciation that living under the rule of law protects individual citizens.   An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government | -Behaviour policy  -Behaviour Planet System – consistent behaviour management across the school.  -Appropriate consequences to develop responsibility for own behaviour choices  -Developing respect through PSHE/SMSC  -Themed weeks involving local police, fire brigade etc  -Developing classroom rules and expectations with pupils  -Assemblies, classroom activities, talking to children about why we have rules to ensure people are safe and secure  -External speakers  -E-safety is fundamental within the curriculum and cyber bullying is tackled with a zero-tolerance approach  -Circle time  -Social intervention groups – on social rules  -Dimensions unit – law and order – Democracy  -3D PSHE scheme of work  **Courses:**  -RW attended a British Values course and fed back to staff at a staff meeting  - School became a member of Go-Givers website and use it to promote British Values. | - Further development of RRS: understanding of rights and responsibilities.  - Embed understanding of the following articles:  - Article 2: The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.  - Article 37: A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes into account their age or situation. The child’s privacy must be respected at all times. |
| **Individual liberty**  An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour. | -Support ethnic minority children by celebrating their culture and religious beliefs.  -Religion Week – each class studies a different religion and visits their religious building  -Visitors to school of different religions  -Parent workshops held to support parents helping their children at home.  -Promoting different religious celebrations throughout the school year.  -Held a British Values week – looking at how different cultures make up Britain.  -Hold workshops to learn about different cultures (African workshop/Steel band workshop/ Chinese dragons – dance and art)  -Children visit to church to learn about Christianity  -Children visit Synagog  -School visit to Mosque  -School links to Christchurch and the Baptist church  -Ensuring that all children regardless of colour, creed, religion, disability are treated with equal dignity and respect.  -Anti-Bullying policy addresses prejudicial and discriminatory behaviour.  -Prejudicial and / or discriminatory behaviours are recorded, and issues are addressed.  -Hold assemblies on being different, different cultures, being British, anti-bullying etc  -Dimension units – law and order – Democracy  -PSHE curriculum  **Courses:**  -RW attended a British Values course and fed back to staff at a staff meeting  - School became a member of Go-Givers website and use it to promote British Values. | RRS to be developed. Embed understanding of the following articles:  - Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights.  - Article 15: Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights. |
| **Mutual respect** | - Incorporated through assembly themes  - Celebration of all children’s successes, through celebration assembly  - Whole staff training on mental health and understanding children’s needs.  - Raising money for charities to support people less fortunate  -Harvest Festival (Charles Thompson mission)  - Respect and teamwork promoted through Year 6 residential at Barnstondale  - Parent questionnaires  -Circle time and PSHE  - Celebrate children’s out of school achievements in assemblies  - Promote mutual respect and teamwork through sporting events (See PE Governors Report)  -Following school rules  **Courses:**  -RW attended a British Values course and fed back to staff at a staff meeting  - School became a member of Go-Givers website and use it to promote British Values. | - Embed understanding of the following articles:  - Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights.  - Article 15: Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights. |
| **Tolerance of those of different faiths and beliefs**  An understanding of the problems of identifying and combating discrimination | - Looking at different celebrations Christmas, Eid, Diwali and Chinese New year  Held a British Values week – looking at how different cultures make up Britain.  - Incorporated through assembly themes  - Story books and resources including range of different faiths and cultures  MFL – different languages and cultures being taught across the school  -RE Curriculum  -Visits to religious buildings and visitors  -PSHE curriculum  **Courses:**  -RW attended a British Values course and fed back to staff at a staff meeting  - School became a member of Go-Givers website and use it to promote British Values. | - Embed understanding of the following articles:  - Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights. |