

Beech Hill School

British Values Policy



Written: January 2022

Review Date: January 2024

Intent

At Beech Hill School we want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Social, moral, spiritual and cultural education is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. We have a creative curriculum that will enable children to make progress towards these aims. Through engaging lessons, we give them all a better understanding of themselves and others in the 'community of communities' in which they live.

The School's Core Values



Even though our school values work in harmony with British Values, we also aim to actively promote British Values in our curriculum so that pupils are prepared for the future. Despite modelling values in everything we say and do, we

explicitly discuss topics linked to the values in a weekly whole school assembly. We do this because we want children to debate and discuss modern day issues linked to individual liberty, the rule of law, democracy, mutual respect and tolerance so that they understand the importance of them and build their inquisitiveness.



Right Respecting School

Beech Hill is successfully working towards renewing our "Rights Respecting School" Award. The fundamental ethos of our school reflects our passion to promote children's rights to empower them to become global citizens. We effectively address the values and principles of the 'United Nations Convention on the Rights of the Child' (UNCRC) through assemblies, collective worship, classroom activities and any curriculum areas where links can be made. The children take ownership of promoting the Rights by creating posters across school to promote the Rights for all. As global citizens, our children learn about the Rights of children in less economically developed countries and have the opportunity to raise the awareness of such issues through fundraising and campaigning projects throughout the year.

Implementation

British values		Examples of how these are developed in our school and wider curriculum
Democracy	<ul style="list-style-type: none"> • To understand and respect the democratic process • To understand how they can influence decision making through a democratic process • To understand how to argue and defend a point of view • To understand the importance of team work 	<ul style="list-style-type: none"> • Teach pupils how they can influence decision-making through the democratic process through the school vote system. • Encourage pupils to become involved in decision-making processes and ensure they are listened to in school, including holding an election for class councillors who attend regular meetings at which they represent their class. • Help pupils to express their views in a supportive environment across a range of subjects. • Pupils are listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard • Teach pupils the history of democracy, such as through the year 5 topic on Ancient Greece. • PSHE (Jigsaw) & RE lessons • Values assemblies and lessons • School Council • Children all contribute to their class rules • Pupil voice activities are carried out regularly by staff • Pupil surveys carried out throughout the year
The rule of law	<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and apply this to their own lives • Ability to accept responsibility for their behaviour • To understand the consequences of their behaviour and actions 	<ul style="list-style-type: none"> • Ensure school values and expectations are clear and fair. • Classroom Rights and Responsibilities are linked to our school's core values. • Assemblies on school values

	<ul style="list-style-type: none"> • Ability to resolve conflict • Understand how they can contribute positively to the lives of those living and working in the locality and society more widely • To understand that living under the rule of law protects them and is essential for their well-being and safety 	<ul style="list-style-type: none"> • PSHE (Jigsaw) & RE lessons. • Visitors in school like: community support officers and the fire service • Use of praise and reward to promote positive consequences, including 'Caught Being Good' stickers and Gold Book certificates. • Positive behaviour system – actions have consequences • Use of sanctions to encourage pupils to take ownership of their own behaviour – reflection form provided to support with restorative justice. • Help pupils to distinguish right from wrong • Include visits from the police across the year to a range of age groups.
Individual liberty	<ul style="list-style-type: none"> • To understand rights and responsibilities • To have the freedom of speech and their voices heard 	<ul style="list-style-type: none"> • Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment • Challenge stereotypes. • 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 through behaviour reflection forms. • Values assemblies • Classroom rules • Choice of challenges within lessons • E-safety lessons in computing • Pupils have key roles and responsibilities in school. • The United Nations Convention on the Rights of the Child • Implement a strong anti-bullying culture.

Mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values • Reflective about their own experiences • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds • Participate in a variety of communities and social settings, cooperating well with others • Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain • Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes 	<ul style="list-style-type: none"> • Children learn about respect and tolerance – 2 core values of the school. • Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life, particularly through the RE curriculum. • Values assemblies • School rules • Promoting anti-bullying • Links and visits are promoted with local faith communities and places of worship. • Visitors are invited into school to enrich and extend children's understanding • The United Nations Convention on the Rights of the Child • Challenge prejudicial or discriminatory behaviour. • Learning to disagree in a respectful way. • Develop critical personal thinking skills. • PSHE (Jigsaw and RE lessons)
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Impact

Assessment and Feedback

Children's knowledge and understanding of the British Values is assessed through whole class discussions and one to one discussions with pupils in lessons across the curriculum. It is also evident in our everyday school life. Some aspects of British Values, that are explicitly linked to topics, will also be assessed in line with the specific subject that it links to. As a school, we use Seesaw to evidence the teaching and learning of British Values and this also allows us to identify any potential gaps in learning for specific groups. We then utilise assemblies and other whole school theme days to address these gaps.