

## *British Values*



At Beehive Lane Community Primary School we uphold and teach pupils about the British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum and have been the themes of assemblies.

We have achieved the following external accreditations which demonstrate evidence of our commitment to British Values:

- \* *Ofsted grade of 'Outstanding' behaviour December 2010*
- \*Highly Effective Religious Education Inspection 2012
- \*Comments from Visitors to the School
- \*Comments from organisations to which the children have been to on educational visits
- \*Parental Survey feedback on behaviour

The school takes opportunities to actively promote British Values through our daily assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Beehive Lane Community Primary School, these values are reinforced regularly and in the following ways:

### **Democracy:**



Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council and of Year 6 Team Captains are based on pupil votes after listening to the campaign speeches of the candidates. Children contribute their views readily in lessons, perceptions and in questionnaires.

We learn about democracy: in our local community (eg visits from the Mayor and councillors); nationally (eg Magna Carta, Simon de Montfort, Oliver Cromwell) and globally (eg in assemblies about famous politicians / leaders such as Nelson Mandela's and Aung San Suu Kyi's fights for democracy; learning about conflicts around the world and democratic / undemocratic countries).

The children have worked in conjunction with the whole school community to devise the School Values, curriculum, behaviour policy and uniform code.

Debates and arguments are an important feature of democratic debate in lessons, especially in Literacy, History, Geography, PSHE and RE.

Year 5 are to visit Parliament in the Summer term accompanied by the other Key Stage 2 School Councillors.

Children help choose teams to represent the school – eg the Swimming team for the gala.

## **The Rule of Law:**



The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced. Our 'Traffic Light System' for behaviour was devised by and understood by the whole school community. Positive rewards of team points, behaviour awards and certificates are an essential feature of the school.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service, lifeguards etc. are regular parts of our calendar and help reinforce this message. We take part in taking part in 'Speedwatch' with the police, in road safety workshops, 'Crucial Crew' and 'Bikeability';

Assemblies have included stories about rules and laws such as Moses and the Ten Commandments; How Parliament makes Laws; Moral stories about right and wrong and consequences.

A wide range of Historical periods, cultures and religions are studied and the laws, rules, conventions and customs associated with them are discussed and compared and contrasted with our laws today.

Moral development is a crucial aspect of life at Beehive Lane with children learning right from

wrong, consequences of actions, making responsible decisions and debating a wide range of ethical and moral issues (see SMSC at Beehive).

## **Individual Liberty :**



Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons (egs include Maths, writing, RE, PE) and are involved in child-led learning eg Mantle of the Expert, developing problem solving skills eg in Forest Schools and Residential trips. Freedom of speech to express views and encouragement of debate, constructive arguments and appreciation of the freedom of others to express a point of view.

Children learn to exercise freedoms responsibly and constructively when choosing work partners, projects and groups eg in Science, Computing, PE and Drama. They have played a major part in contributing ideas for study in our new curriculum and select ways to publish their written work, producing blogs, books and display work.

The Enterprise group have run the tuck shop as a business and won the enterprise competition, making decisions on advertising, sales, stock control, prices and marketing.

## **Mutual Respect:**



One of School Values is RESPECT and is central to how we expect everyone to go about their life at our school. Treating everyone as we would like to be treated ourselves is crucial at Beehive Lane. Children and adults alike, including visitors, are challenged if they are disrespectful in any way. Values are highly visible around the school.

Respectful and supportive partnership and teamwork in all areas of the school is encouraged from peer assessment to nurture and support groups.

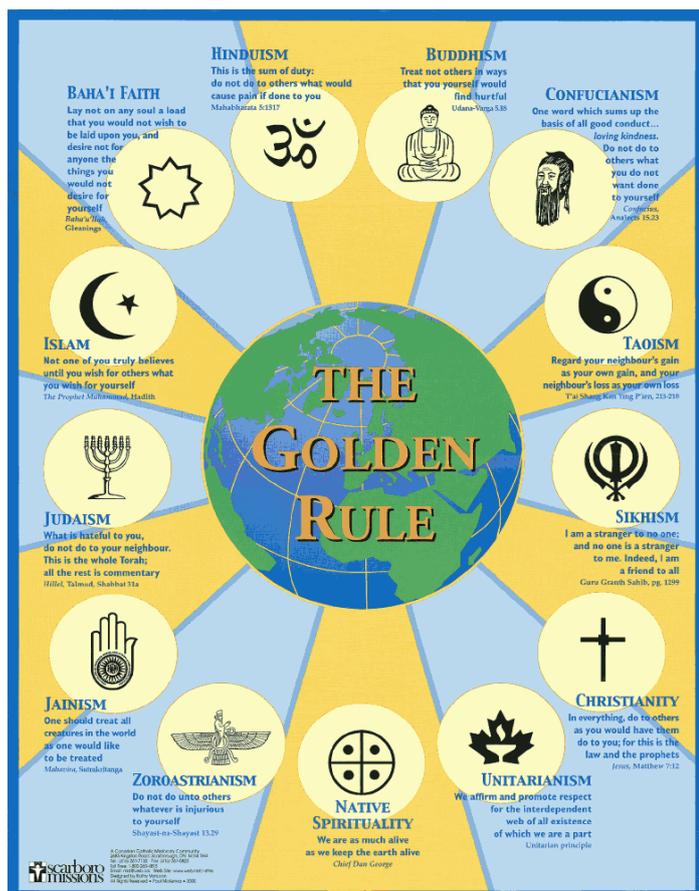
PSHE units cover relationships in units on Positive Contributions.

Regular assemblies on 'Respect' reinforce this value through stories and celebration and appreciation of differences and all classes and all classes hold debates and discussions through Literacy, History, Geography and PSHE where they learn to listen to different points of view and respect opinions.

Children are rewarded when demonstrating kindness, consideration and respect for others. Rewards include 'Good Manners and Politeness Certificates', team points, 'buzzy bees', praise pads, texts home, 'Star of the Week' certificates.

Children peer assess in classes, providing each other with constructive and supportive feedback to improve work. We are proud to be a fully inclusive school where all activities (modified where necessary) are undertaken by all the children, regardless of individual needs.

## Respect and Tolerance of Those of Different Faiths and Beliefs:



This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community which is by majority British but with a growing number of ethnic groups, which now form 20% of our pupils. We invite in parents from a range of cultures and countries (eg Poland, Romania, Turkey) to share their experiences from their home countries, have visitors from different religious groups, encourage studies of topics (eg Poland in Year 4) and encourage discussion by children of different beliefs, cultures and customs.

Assemblies explore different religious beliefs, ceremonies and celebrations of the major faiths and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE and anti-bullying week. We visit the Mosque to learn about Islam and the local church for Christian festivals and learning. We compare and contrast these religions with our study and

learning from visitors of other major faith groups.

We are making links with schools abroad as part of our International Schools Project, encouraging children to research and discover differences and similarities between us and our European neighbours. We communicate through quad-blogging, for example with schools in Vermont and Cardiff. Likewise we use opportunities such as the Olympics, World Cup, Festivals and charity events (eg African Harvest / Week, Brazilian Samba dancing) to study and learn

about life and culture in other countries.

Our latest themed week is 'Japanese Week' where we are studying a wide range of aspects of the country through cooking, martial arts, writing and reading activities, art, dance, language, culture, beliefs and religions, geography and history. We compare and contrast their experiences with our own.

### **Examples of the British Values being taught in the curriculum at Beehive Lane:**

All children engage in Forest School activities, learning the value of *individual liberty* making choices about their learning activities, as well as *mutual respect* for the natural world around them. They learn to *respect* the rules and discuss how to look after each other while taking part in a wide range of practical activities.

#### **Foundation Stage**

As part of our daily set up in Foundation Stage, children are taught the value of *individual liberty* through self-selecting their learning activities. Children are taught about the value of *democracy* through collaborative decision making, for example, choosing activities and role play areas. They are learning to *tolerate the different faiths* and beliefs through their learning of the festivals of Chinese New Year and Diwali. *Respect* and kindness towards others, animals, property and the environment is a common feature of stories and topics and they can earn 'Buzzy Bees' if they are kind and respectful to others. They are taught about the *value of laws and rules* through their learning in the outdoors, including work at Forest School, where they also learn *respect* for the environment

#### **Year 1**

Year 1 children are taught the value of *democracy* through voting for their new role play areas in the classroom. Children's ideas are heard and shared with others, resulting in a democratic decision on what the next role play area will be. They are taught about the *value of laws and rules* through their learning in the outdoors, including work at Forest School and in the Mud Kitchen. Children are actively encouraged to make *personal choices* about the foods they eat following their learning about Healthy Living. They can. They are learning about Sikhism, Hinduism, Christianity, Buddhism, Judaism and Islam including through stories, special people, places, objects and symbols.

#### **Year 2**

This term's focus in Year 2 is '*respecting the world around us*', including *tolerating the beliefs of different faiths*. In R.E, they are studying the celebrations that Jewish, Muslim and Christian Faiths use to thank their god for the natural world. They learn to show *mutual respect* for one another in their team research groups in ICT. The children learn about our partner school in Ghana, recognising the *similarities and differences between our daily lives*.

#### **Year 3**

The children learn about early settlements and Roman society and compare the rules, laws and ways of life with present day democracy and society in Britain. Local studies include achievements of famous In P.S.H.E children are learning about the *importance of rules*. They are reflecting on those that are in our classrooms, school and within our society, learning to recognise how this helps our world get along. In R.E, they are learning about the natural world and *the associated religious stories from different faiths*.

#### **Year 4**

Through History, Year 4 study the rules, laws and conventions and the way of life of the Ancient Egyptians and invaders and settlers such as the Vikings and life in the contrasting location of Rio in Brazil. They compare this with decision making today and in their own school council.

They study a range of festivals, beliefs and stories from Islam, Buddhism, Sikhism and Hinduism, learning to respect differences and compare and contrast them with their own beliefs and values.

They learn to exercise liberty and freedom of choices in a safe and responsible way through

learning about healthy living, keeping safe, relationships, growing and changing and medicines and drugs. They examine changes in the life of Britain through changes in culture, music and art. E-Safety is a very important aspect of learning to exercise freedoms safely and responsibly.

## Year 5

Children are taught about the *value of Law, democracy and liberty* through the Kings, Queens and Parliament topic and South Africa, including stories such as 'Journey to Jo'Burg'. Greek democracy and their Parliament Visit are a major feature of their learning about *democracy*.

The Mosque Visit is an important aspect of learning about and *respecting* other faiths alongside studies of Islam, Christian and Hindu creation stories, the role of the church and Hindu reincarnation beliefs.

Respect for others and the environment and rules are an integral part of Healthy Lifestyles, Medicines and drugs, relationships, positive contribution, growing and changing in PSHE.

*Liberty* is also expressed by the children through blogging and developing their own interactive games in computing. E-Safety is a very important aspect of learning to exercise freedoms safely and responsibly.

## Year 6

Through their history topic on World War Two, children are learning about Europe's fight for freedom and a *democratic* Europe and the influence of major historical figures on society eg Churchill. The study includes the role of women and Anne Frank to understand the importance of liberty. Debates and discussion are a key part of Year 6 eg for and against coastal protection in Geography.

The Team captains (Year 6 reps) are voted for by the school. As part of their PSHE, children visit 'Crucial Crew' where they are taught to make the *right choices* surrounding use of the internet, railways, drugs and alcohol. They learn *about the rules* that are in place in society to prevent misuse of these and learn how to keep safe.

Children continue to build on the value of *individual liberty* making choices on their residential visit to Walnut Tree Manor in Suffolk. This trip promotes both independence and responsibility. *Mutual respect* is a value learnt from an early age and this is re-emphasised in Year 6 with the playleaders. Children give and receive respect from their buddies acting as positive role models in the school environment and society.

In R.E, they are learning to *respect and tolerate other faiths* through their units on Buddhism, Humanism, Judaism, Christianity and Sikhism. Other study areas include the 'Mayans' and Europe in which they learn about respecting different cultures and about their beliefs, rules and ways of life.

*Rules and liberty* are a major aspect of the 'Crime and Punishment' topic studying social change in Britain over time.

*Respect* is a key theme throughout PSHE in healthy lifestyles, relationships, making a positive contribution, keeping safe and sex education.

