



British Values

ORCHARD VALE COMMUNITY SCHOOL

MAY 2015

Orchard Vale Promoting British Values

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

These values are exemplified in our curriculum, through collective worship and through our core values which determine how we lead our lives in school and how we prepare children for their role in society.

The Government set out its definition of British Values in the 2011 Prevent Strategy and these values have been reiterated in 2014. At Orchard Vale these values are reinforced in the following ways:

Democracy

Children have many opportunities for their voices to be heard. We have a school council which is made up of democratically elected members from each class who meet regularly to discuss issues raised in class meetings. The council has its own budget and is able to genuinely effect change within the school. E.g. providing play equipment trolleys for break times as requested by the children to make access and availability of equipment easier and

storage more efficient, so enhancing the quality of provision play opportunities.

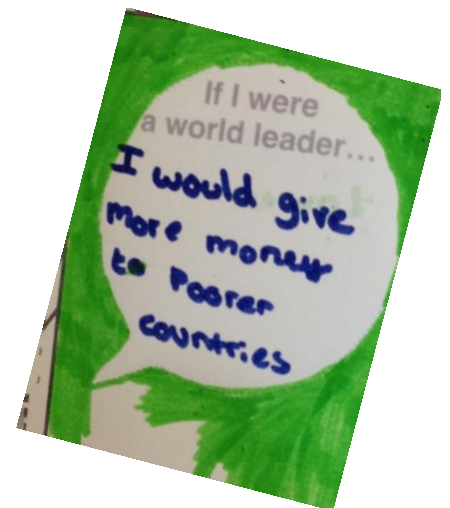
All of the children complete an annual questionnaire in which they can put forward their views about the school.

Over the coming months, pupils will be following the build-up to the General Election.

The Rule of Law

The importance of laws, whether they be those that govern the class/school (our Golden Rules), or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and also through school assemblies.

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 the Police and magistrates help reinforce this message.



Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to voice their opinions through debate, but they are also able to reflect on their learning and the teaching in their classes during one-to-one and small group pupil conferencing sessions with the Senior Leadership Team.

Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE

lessons. Training by CEOPS in internet safety is a key aspect of this.

As the children move through the school, they are given more responsibilities and freedoms e.g. Play leaders work at lunch times to support the running and organisation of the activities on offer, this contributes to a leadership portfolio, for the young leaders award scheme of which they are all involved.

Whether it is through making good choices in responding to learning challenges or in participation in our numerous extra-curricular clubs and opportunities, our children are given the freedom to make choices.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Pupils are aware that there is no distinction in the level of respect that they should show to different people.

The children are confident when talking to visitors and visitors to the school often comment on the level of respect shown to them. Two examples of this; Senior Citizens who attend special lunches and the visits to those in need in our community at Christmas to give and receive hampers



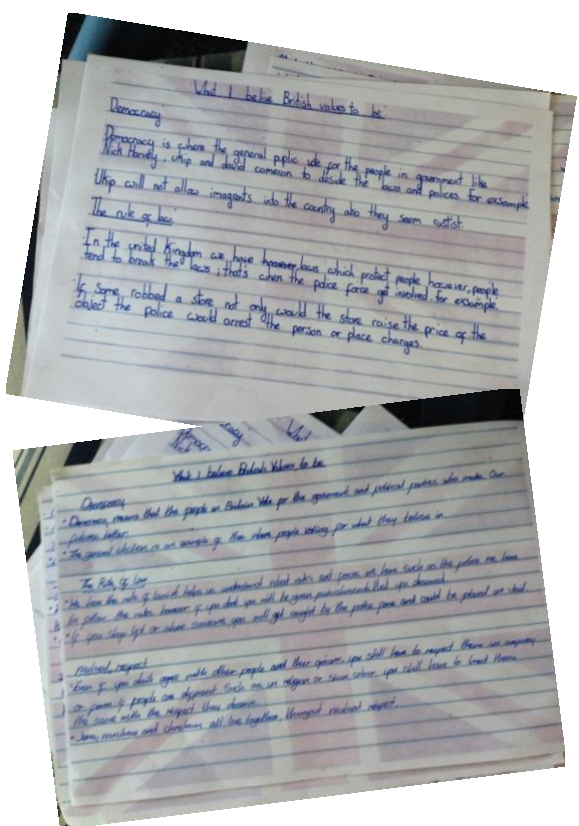
from the children, regularly write to thank the children and comment on their excellent manners.

Tolerance of Different Faiths and Beliefs

Orchard Vale is situated in an area which is not greatly culturally diverse; therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue. Members of different faiths or religions are encouraged to share their knowledge to

enhance learning both in assemblies and in classes. Children visit places of worship that are important to different faiths.

Assemblies will also include stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching also reinforce this and the children and the school community support the long term education of specific children in Nepal and Sudan.



Year 5 and 6

Year 5 and 6 have covered the following:

British Rule of Law through the magistrates in schools programme

Democracy in action: The class all understand what the election is about, how it works and what our British traditions of democracy are.

What makes us British; Focus on our own identity and then what makes us British?

We will plan to cover:

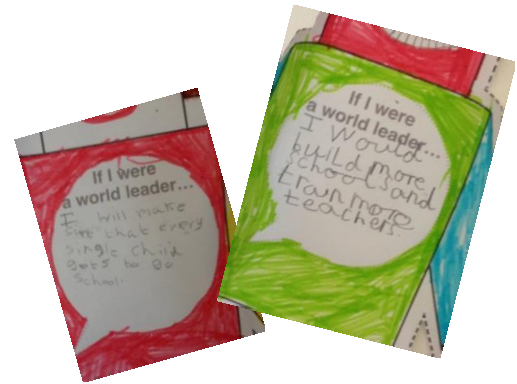
- More exploration of our British identity.
- The election and its outcomes.
- VE day commemorations.

Year 3 and 4

All classes are working through a British values power point.

This begins by talking about British values and what these might be. These are just good values that should be held by all. It then relates these to school life and asks children to create 5 rules that they could live life by to be good citizens.

It asks children what is important to them and what makes them similar and different and asks children to make a badge or flag personal to them. It then goes on to talk about democracy and the voting system and the election and covers the key people and parties.



Year 1 and 2



In each class this is something that has been discussed during whole class circle times. It has always been a part of regular daily practice that children are given choices and asked to choose/vote and that their opinion matters. Over the last term teachers have made this more explicit that this is something positive about our country- that we live in a democracy and not just one person decides what happens.

Children are encouraged to be respectful of other people's choices and ideas.

We have discussed identity:

- Groups or clubs that you belong to - scouts, rugby, choir....
- What your interests or talents are – sport, dance, music
- What things are important to you?
- What your hopes are for the future.
- Which people are important to you?
- Your religion
- The languages that you speak.
- Which country you are from.

Foundation Stage

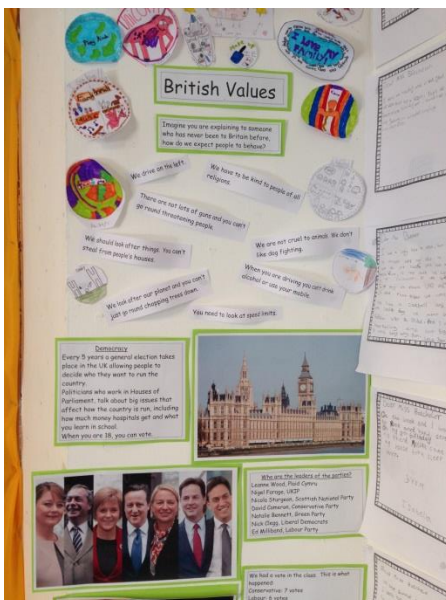
Children in the Early Years have been encouraged to think about what they are like as individuals. This maybe interests, likes and dislikes and how they have grown up and how they have got to where they are now.

Children are also encouraged to think about how they are able to make simple choices about their lives, their actions and what they choose to do or not do and how this is part and parcel of who they are as individuals.

Children have been given the task of making simple choices about their learning such as the topic they are learning about that week or the types of activities they want to do. When there is a disagreement or a mismatch of ideas surrounding these choices children have been shown different ways of choosing and making a collective choice such as voting. They are also encouraged to appreciate that they might disagree with the choice made and that it is ok to say that they disagree with it.

These are the very first steps to understanding democracy and what this looks like in our school and with our friends.

"I feel our whole school assembly clearly reflects the ethos of the school and celebrates the children as individuals and ensures they are included at every level." - TA



Next Steps:

- British values to be displayed in all the classrooms across the school appropriate to the children's understanding and linking it to their learning
- Children given a range of choice about different aspects of their learning, the activities they have access to throughout the day or what they are learning about
- School council to continue their work in influencing the way the school works and the things that happen involving children
- To document clearly where children have made decisions about their daily school life and how they have been able to influence the decisions being made at school