

OLD MILL PRIMARY SCHOOL

British Values at Old Mill



DfE Statement: *'There is a need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'*

Our Vision

At Old Mill Primary School, we value the diversity of the backgrounds of all pupils, families and the wider school community and strongly believe in upholding British values through all aspects of our school provision. Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the wider world. Learning about British values forms a key part of children's spiritual, moral, cultural and social education.

Democracy	The Rule of Law	Individual Liberty	Mutual respect and tolerance of those with different faiths and beliefs
<ul style="list-style-type: none"> • School council with elected representatives discuss current issues, raise concerns and plan events • House captain elections are held, with Year 6 pupils 'running' for candidacy and pupils and staff voting in a ballot • All children are encouraged to debate topics of interest, express 	<ul style="list-style-type: none"> • The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced • Home-school agreements are discussed with pupils and parents • Pupils are helped to distinguish right from wrong 	<ul style="list-style-type: none"> • Pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment • As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned 	<ul style="list-style-type: none"> • The school strongly promotes respect for individual differences - pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life • Inclusivity and diversity are interwoven within our Reading and Writing Curriculums

<p>their views and make a meaningful contribution to the running of the school on matters that directly involve pupils</p> <ul style="list-style-type: none"> ● Pupils have the opportunity to have their voices heard through pupil questionnaires and interviews ● The principle of democracy is explored in the History, PSHE and RE curriculum as well as during assemblies ● Route to Resilience (R2R) vocabulary is explicitly taught, with one such 'character muscle' being 'fairness' which is taught, discussed and modelled throughout the school ● Children work cooperatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions ● Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution ● We take part in days such as Sport Relief, Comic Relief and Children in Need and learn that money can be used to help those less fortunate than ourselves 	<ul style="list-style-type: none"> ● Pupils are helped to respect the law and are taught the reasons behind laws and are aware of consequences should rules be broken ● Visits from authorities such as the police, fire service, ambulance etc. are factored into the school calendar ● The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict ● The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers ● We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of dojos and certificates. Children's achievements are also recognised during Celebration Assemblies ● Internet safety rules are taught and discussed with pupils ● Constant discussions and reiteration of the result and impact of actions on others ● Nurture groups led by trained ELSA discussions aim to improve 	<p>curriculum and an empowering education</p> <ul style="list-style-type: none"> ● Pupils are supported to develop their self-knowledge, self-esteem and self-confidence (R2R) ● Pupils are encouraged to take responsibility for their behaviour ● Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons ● Freedom of speech is modelled through encouraging pupil participation ● A strong anti-bullying culture is embedded in the school ● Y6 pupils have key roles and responsibilities in school e.g. Sports Leaders, Lunchtime Monitors ● Children are consulted on many aspects of school life and via the school council ● Assemblies cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right 	<ul style="list-style-type: none"> ● Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour ● Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views ● Links and visits are promoted with local faith communities and places of worship e.g. members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class ● Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people ● Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE ● We offer a culturally rich and diverse curriculum in which all major religions are studied and respected ● Respect for each other is modelled by all staff towards the pupils and each other
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<ul style="list-style-type: none"> ● We take part in Christmas Jumper Day to support Save the Children 	<p>self-esteem and behaviour of the child with difficulties</p> <ul style="list-style-type: none"> ● Safer Internet Day celebrated and endorsed 	<ul style="list-style-type: none"> ● Children are strongly encouraged to develop independence in learning and think for themselves ● Pupils are encouraged to look after each other's wellbeing - PSHE topics promote self-awareness and responsibility ● We encourage as much positive praise as possible ● The school's Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour ● We learn about the differences and similarities between religions and that the key values are based around peace, love and respect ● All staff have attended Prevent Training 	<ul style="list-style-type: none"> ● Respect is discussed during assemblies, RE lessons and in everyday conversations ● Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment ● See Equality Policy and Anti-Bullying Policy ● Children's behaviours around the school demonstrate their understanding of respect ● We follow the Leicestershire Agreed syllabus for RE - our RE Curriculum reinforces the importance of understanding and respecting different faiths and beliefs ● Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali ● Different types of family structure are discussed in PSHE ● Peer assessment is used in subjects across the curriculum – both core and foundation ● Y6 KS1 monitors mentor younger children with regards to how to play ● We have a yearly remembrance assembly. Children also take part
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			<p>in classroom activities relating to this</p> <ul style="list-style-type: none">● Our PSHE Curriculum covers differences in people and tolerance of others● Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities● We rotate talk partners to give children opportunities to work with children with different strengths, opinions and beliefs
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