

# Promoting British Values at Pottery Primary

The DfE have reinforced the 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.”*

The government set out its definition of British values in the 2011 Prevent Strategy.

At Pottery Primary these values are reinforced regularly and in the following ways:

**For more detail refer to the PSHE skills ladder/policy and RE policy**

## **Mutual Respect**

### General to all year groups:

Fund raising for variety of local and national charities.

With rights comes responsibility – being a responsible member of a community.

Making ‘good choices’ – contributing effectively to the school behaviour system.

Global Assemblies: What’s in the news from across the world?

Visitors from across world faiths.

Visiting other places of worship/the Open Centre in Derby.

Contributing to class council/school council to make the school a better place for all.

### Specific to age groups:

#### Infants

- Belonging – how do we get along?
- How can/do we show that we care for others?
- How do we develop/show empathy for others?
- How do we develop positive relationships with others?
- How do we listen and respond appropriately in group discussion?
- How can we work co-operatively and collaborate with others?
- How do we greet and talk to adults appropriately?
- How does my behaviour affect others?
- To identify, understand and respect that there are differences and similarities between people and respect this

#### Juniors

- Consolidation of the above
- What values/customs do others have, in the immediate environment, near and far?
- What do people believe?
- How do people express their beliefs through art?
- How do we make our town a peaceful place to live?
- What can be learnt from the lives of others?

## **Democracy**

### General to all year groups:

- Electing year group representatives for the School Council.
- Choosing how to spend the school council fund raising money.
- What does it mean to belong?
- Choosing who to play / work with.
- Voting for resources / activities.
- Working collaboratively towards a shared goal.
- Accepting consequence of breaking rules.
- Discuss and debate – share opinions on things that matter to individuals.
- Express own views confidently whilst accepting others may have a different opinion.
- Playing an active role in class and in school.
- Enterprise days – who has the best fundraising idea?

### Juniors:

- Meet the Mayor – what does he/she do?
- What is the purpose of the town council?
- Voting for class monitors/ambassadors.
- Selecting peers to represent the school in local sporting tournaments.
- Having a say in what I study - pupil voice project.
- British democracy enables everyone to have a voice.
- Upper juniors visit the Houses of Parliament. Meet our local MP back in school.
- What do the Government do? How do we elect them?

## **Individual Liberty**

### General to all year groups:

- Knowledge of rights / entitlement.
- Personalised learning.
- The right to choose friends.
- The right to have an opinion.
- I know what I like and dislike.
- I can make informed choices e.g. those that affect my health and wellbeing.
- I know that the choices I make may have consequences for myself and/or others.
- I take responsibility for my behaviour.
- I have the right to be safe.

### Juniors:

- What makes a leader worth following?
- The Convention on the Rights of the Child <https://www.unicef.org/rightsite/files/rightsforeverychild.pdf>
- Do all countries have individual liberty?

## **The Rule of Law**

### *General to all year groups:*

- Understanding why there are rules and the consequences when breaking rules.
- Belonging to a variety of 'groups' and how these function effectively.
- Understanding 'right' and 'wrong.'
- Understanding and abiding by the school behaviour policy.
- Managing and changing rules.
- Understanding what bullying is and working together to prevent bullying of any type.
- Knowing where and how to get help both in school and out (Childline, NSPCC)
- Keeping safe 'online.'
- Visits from emergency service personnel e.g. fire service Y2 and Y6.
- In this country everyone has a voice and have a right to change things through a democratic process but NOT through violent behaviour.

### Juniors:

- Y5 /6 community police visit to explain the age of criminal responsibility (age 10) and the rights and responsibilities that come with this.
- Parliamentary visit Y5 /6

## **An understanding of those with different faiths and beliefs.**

### *General to all year groups:*

Assemblies (class/year and key stage) – stories from all faiths/beliefs.

Visitors to assembly e.g. Local vicar, Valley CIDS.

Visits out of school to places of worship from across world religions.

Welcoming visitors to school from other faiths/beliefs.

Studying world religions – (for depth, refer the school RE policy and the school 'Dimensions' creative curriculum).

Pupils and staff take individual responsibility for challenging discrimination.