

BRITISH VALUES

Throughout the school, British Values are promoted in a wide variety of ways. Below are just some aspects of school life that enable children to get a sense of these fundamentals as they move on through their time at school.

Democracy

We have a School Council where two Class Council representatives from each class are elected to participate in Council meetings. These meetings provide a way for children's voices to be heard and for their opinions to influence important decisions made in the school. Class council representatives, in turn, hold Class Council meetings where their peers can discuss key elements of school life including those issues they wish to be raised in School Council meetings.

There are also numerous opportunities that are provided for children to exercise a vote whether it is choosing school team names or making more simple day-to-day choices.

Democracy is embedded within our school curriculum, for example, in the learning about the Magna Carta. However, political dimensions of our topics are explored wherever appropriate to do so.

We actively teach children about their rights and responsibilities as British Citizens; both on a national level and also a global level. This is underpinned by the class charter and rules and school assemblies often look at issues surrounding human rights across the globe.

We discuss the concept of democracy in Philosophy lessons at an age appropriate level and share examples of stories linked to democracy, discussing the challenges faced around the world and in history; for example, looking at 'equality' linked to the suffragettes and women's rights around the world today. All children are actively encouraged to participate in class discussion and in their learning. This is promoted by our use of the 'Community enquiry' and 'Active Questioning' approaches.

Mutual Respect

Children are taught to respect others regardless of their individual differences. Bullying of any kind is not tolerated and is our approach to dealing with bullying incidents is enshrined in our Anti-Bullying policy. Children are taught about how to develop respectful relationships in a wide variety of ways including through our PSHE curriculum. We also promote mutual respect in the online world as set out in our Esafety policy that is seen and signed by all stakeholders.

We hold assemblies that celebrate difference and other cultures. These help to build understanding of different people and their belief systems that may hold both similarities and differences to our own.

Equality is one of our values and is promoted in every aspect of school including in our work and we actively promote gender equality and teach the children about racial equality. In assemblies, we look at key figures that have been part of the struggle to establish equality for all and examine where in our own country, as well as others, where inequality might still exist.

Playground Friends and Peer Mentors promote the respectful and positive building of relationships in school, ensuring children get the support they need when they may have a problem in a friendship. They help to organise activities with other pupils in order to enable them to have enjoyable playtimes. This fosters a mutual respect between all parties across a range of ages.

We take opportunities to establish positive views of different groups in society, for example during religious festivals or through events such as Black History Month as well as guest speakers sharing their stories.

Working with other schools through the Bury Schools Partnership enables pupils to participate in joint projects working together to achieve a common goal. The unique make-up of our cluster, including all ages and special schools, means that all stakeholders have developed a respect for the capabilities of all members of the group and in turn, this can alter their views on society as a whole.

Our links with France and Kenya are a mutually beneficial alliance that enables both staff and pupils from each school to learn about each other's practices, cultures and values. This has included fund raising projects and pupil visits for a number of years.

Children have also participated in a Disability group through the SEND Governors committee where they have carried out surveys and projects about how to make the school more accessible to those people with disabilities. This work reinforced our values, in particular, equality.

Tolerance of those with different faiths and beliefs

During PSHCE, RE and Philosophy lessons, children learn to accept and embrace difference and to understand how individuals feel by exploring emotional literacy. This work crosses all potential barriers of faith and religion. Supporting this, children's RE lessons enable them to develop a growing understanding of different cultures and beliefs. The more children learn about religions, the more likely they are to understand different people's motivations and feelings, thereby enabling them to be more tolerant of those cultures and beliefs that differ from their own.

At the heart of our work, the school's values form the foundation for learning tolerance and as such, the values are spoken about and promoted and as a result strengthen the core British values in our society.

Our Equalities Policy ensures that people of all religious beliefs, genders, ethnicities, abilities or any other differences are offered the same opportunities to thrive at our school.

International projects such as learning about Christmas traditions around the world help to develop children's experiences and understanding of other countries and their traditions, cultures and beliefs. Other learning that supports this is through the teaching of French and sharing of other languages spoken by families within the school community.

In assemblies, religious tolerance is strengthened through the celebration of different religious festivals such as Holi, Chinese New Year, Eid and Christian celebrations. Sometimes, stories are shared or personal experiences of either the staff or children spoken about in order to develop a greater depth of understanding of religious identities.

A great deal of the curriculum supports the developing of children's international knowledge and we celebrate this when children learn about different localities in considerable detail, immersing themselves in the culture and beliefs of people around the world.

Rule of Law

Our curriculum and teaching helps children understand how to behave in a positive way that helps to create a good learning environment. Our reward system of merits and team points reinforces this.

Children and parents sign home/school and Esafety agreements upon entering school that sets out the expectations for pupils' learning and behaviour. These commitments mirror the expectations set by society and function as a set of rules to enable positive participation in school life.

Through our curriculum, children are taught about emotional wellbeing and how their individual choices can affect those around them. By encouraging children to take responsibility for their own choices, we are promoting the ownership of behaviour and adherence to the rule of law in wider society.

The local PCSO visits school to talk to the children, establishing good behaviour expectations for outside of school and also talking to the pupils about how to stay safe. This helps the children to see that there are police services to help uphold the law and to protect them.

In Key Stage 2 children are taught how to safely ride a cycle, ensuring that they follow the rules of the road.

Playground friends speak restoratively with children, encouraging them to solve problems positively. They also understand that if someone is being bullied then they should report this to an adult to make sure that our school rules are being maintained.

Children are taught about laws in connection to the Computing curriculum; for example, children learn about copy write and plagiarism.

Individual Liberty

Children are taught about rights and responsibilities in our PSHE curriculum and also as part of our assembly programme. School values form the basis of our assembly programme and focus on human rights and how they can be promoted and respected.

Children's achievements are celebrated in assemblies to instil in them a sense of worth and create ambitious pupils who believe in themselves and their self-worth.

Children are taught about making 'good' choices and have a full understanding that they are the ones that make choices about how they act, whether those choices are well made or not.

In years 4, 5 and 6 children take on jobs that help to make the school function well. They apply for the roles and freely choose the way they will contribute to our community. Children also participate in groups that help to develop them as citizens. For example, the school Eco Council helps the school to improve its environment; the Disability Group has helped to provide access for all to the building.