



British Values

Written: February 2015

The Department for Education has recently (November 2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The guidance aims to help schools understand their responsibilities in this area.

All independent and state-maintained schools have a duty to actively promote the fundamental British values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs.

These values were first set out by the government in the 'Prevent' strategy in 2011. Until now schools have been required to 'respect' these values, but as a result of changes brought in during 2014, all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.

At White Meadows Primary Academy we promote fundamental British values throughout the curriculum:

Value	Definition and context	Examples within WMPA curriculum
Democracy	<p>Form of government, where a constitution guarantees basic personal and political rights, fair and free elections, and independent courts of law.</p> <p>Everybody has the right to have their voice heard and within school all children and adults should be able to make their opinions known and be listened to.</p>	<p>→ Teaching Democracy in a yearly progression will ensure that children have a deeply embedded understanding of the democratic way in which Britain runs. The overall curriculum plan will ensure that each year's focus builds on the previous year's understanding.</p> <p>→ There is a school council with elected representatives from each year group which provides a platform for pupil voice.</p> <p>→ 'Freedom' topic in Year 6.</p>

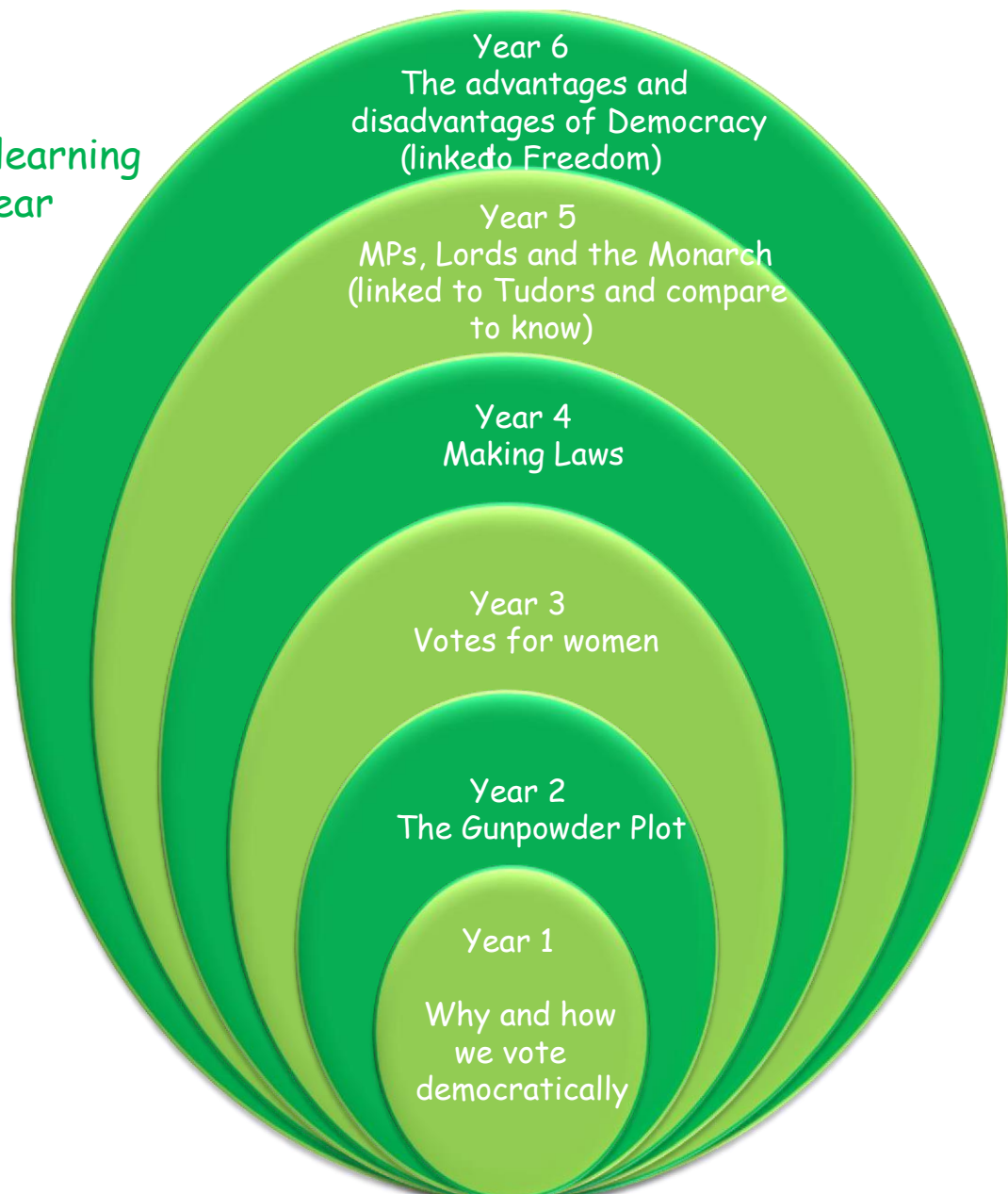
<p>The Rule of Law</p>	<p>The rule of law (also known as nomocracy) is the legal principle that law should govern a nation, as opposed to arbitrary decisions by individual government officials.</p> <p>Rules and laws are very important whether they be those that help us to understand what we should do in the classroom, within school or within the country. Rules and laws protect us and ensure that we stay safe. As a result, there is a consequence when we break the rules and laws.</p>	<p>→ A positive behaviour strategy which specifies clear consequences, that are enforced fairly and equally throughout the school when rules are broken.</p> <p>→ Celebration of those children that adhere to the rules and operate appropriately within the agreed frameworks of the behaviour and achievement system (Stars of the week, sticker charts, merit charts, sharing of good work.</p> <p>→ Playground rules are displayed on large boards which state clear expectations and consequences of both positive and negative behaviour.</p> <p>→ Health and Safety committee which includes children elected from each year group.</p> <p>→ Visits from authorities such as Magistrates in the Community, Police, Harbour Master, Fire and Ambulance services.</p> <p>→ 'Freedom' topic in Year 6.</p>
<p>Individual Liberty</p>	<p>The condition of being free from oppressive restriction or control by a government or other power.</p> <p>A right to engage in certain actions without control or interference by a government or other power.</p> <p>All children are actively encouraged to make good</p>	<p>→ PSHE/circle time about making sensible decisions</p> <p>→ P4C (Philosophy) - children are free to discuss own views and opinions on a subject</p> <p>→ Responsibility and undertaking of key school roles (tour guides, lunchtime helpers, computer monitors, scooby box)</p> <p>→ Esafety</p> <p>→ Through choice of challenge within</p>

	<p>independent choices about their learning and behaviour knowing that they are within a safe and supportive environment.</p>	<p>classrooms →Participation in extra-curricular clubs and opportunities, pupils given the freedom to make choices. →'Freedom' topic in Year 6.</p>
<p>Mutual Respect</p>	<p>Everybody within the school community; adults and children learn that they must respect the rights of others. This does not mean that everybody has to agree and we should appreciate that other people may have alternative opinions, may come from different backgrounds and have different cultures but everyone is valued.</p>	<p>→School council representatives need to listen to, and consider, all children's points of views in order to represent them. →Achievements of all children within the school are praised through celebration assembly. →PSHE enriches children's understanding of mutual respect as they listen to other children's points of view. →RE assembly enriches children's understanding of mutual respect as they listen to, and discuss, different religions. →Values assembly reinforces the principle of mutual respect through compliance with school values. →Links to school in Sri Lanka →Curriculum planning allows for learning about different cultures, histories and approaches: Year 6 - Freedom topic Year 5 - Aztecs/Tudors Year 4 - India</p>

<p>Tolerance of those with different faiths and beliefs</p>	<p>We ensure that children are aware of their place in a culturally (race, religion, heritage, gender etc.) diverse society and give them plenty of opportunities to experience different aspects of the diversity.</p>	<ul style="list-style-type: none"> →RE assembly enriches children's understanding of different religions. →Understanding of racism and the impact of racist comments is reinforced through the behaviour policy. →Bullying, including cyber-bullying, is discussed and understood through PSHE, assemblies, the behaviour policy and visits from the school liaison police officer. →Curriculum learning through PSHE →Curriculum learning through P4C →Links to school in Sri Lanka → External visitors who share information about different faiths and beliefs →Visiting vicars →'Freedom' topic in Year 6.
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The introduction of the teaching of Democracy into the curriculum, will give the children a year by year opportunity to gain and develop an understanding of the democratic manner in which Britain operates as outlined below:

Key learning
by year



Democracy

groups.

Democracy - by Year group

Year	Topic	Learning Intention	Activities
FS/1	Elections in Action	Recognise that	-Begin with start of year elections for

		<p>everybody's opinion is important.</p> <p>Recognise that we can represent what we think through one person who we trust to go to meetings and share our views.</p> <p>Discuss views and recognise that not everyone has to agree.</p>	<p>the roles of school councillors. - Explain that every child in the class has the right to have their say about what should happen in school but if this is going to work, it isn't really a good idea for everybody to turn up to meetings (explain that it would be like trying to hear what everybody in an assembly thinks about one thing) - Introduce the idea of a ballot box so that children understand that they can vote without everybody knowing. - Get everybody to vote on who they want to do different roles in the school councils and in the classroom. (This might need to be children whispering to the TA who then writes the name on a form or ticks a box) - Model the counting of the votes so that children can 'see' that this is fair. Their vote will have been counted but it might not have been for the 'winning' person. Introduce the word democracy and explain that it is when everybody has the right to say what they want - but not everybody always gets their own way. -Maintain the ballot box in the classroom for the remainder of the school year and use it whenever a decision needs to be made that should be democratic e.g. class treats etc. - Continue to reinforce the idea of 'democracy' throughout the year.</p>
2	The Gunpowder Plot	Know who Guy Fawkes was and what he did.	-Ensure that children know that this is a continuation of understanding about democracy in Britain.

	<p>Elections in Action (reinforced from Year 1)</p>	<p>Understand why we celebrate bonfire night in the UK.</p> <p>Know the importance of Guy Fawkes in the development of the way our government works.</p> <p>To provide pupils with the opportunity to learn how to argue and defend points of view</p>	<p>-Introduce the story of Guy Fawkes and discuss children's current understanding. Ensure that children understand the story of what happened and the reason for the actions that Guy Fawkes took. - Highlight the reason that we celebrate Bonfire night is because Guy Fawkes plan failed and this has been part of what has shaped the way in which Britain runs with the relationship between the Monarch and the Houses of Parliament.</p>

3	<p>Votes for women</p> <p>Elections in Action (reinforced from KS1)</p>	<p>Understand what the suffragette movement was.</p> <p>Recognise that not everybody had a vote in the past.</p> <p>Identify key women in politics over time.</p>	<p>-Review the work that children have carried out before regarding democracy and the role of Guy Fawkes in the history of the way in which the Government works.</p> <p>-Discuss how voting works when you are an adult. Talk about elections (possible visits from local councillor or WMPA chair of governors).</p> <p>-Explain that the class are going to vote on what they are going to do in an extra playtime session that the class are going to get. Then, separate the class into boys at one side of the room and girls at the other side of the room. Reiterate that they are going to vote on what they are going to do in an extra playtime session. Then let the children know that only the boys are allowed to vote.</p> <p>-Discuss this as a class and decide whether it is fair or not.</p> <p>-Present information to the children on</p>
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			<p>the suffragette movement. To extend - identify key women in politics over time. Children to write brief fact files about important women politicians and what they have achieved. Find information about how many women are currently serving as members of parliament.</p>

			<p>-Children will need to explain why it is a good law and why the 'MPs' should vote for it. At the end of the presentation, the children will be able to make a decision about how they are going to vote - 'aye' goes to right of the speaker, 'no' goes to the left 'votes' will be counted.</p> <p>-IF the law is agreed by the children (the MPs) then the class will need to take the proposed bill to the 'House of Lords' (deputies and assistant head). The House of Lords will then question the bill. If it is passed, the law will be accepted by the 'Monarch' (Ms Brailsford!) and accepted within the school for a period of one year.</p>

5	<p>Tudors</p> <p>(MPs, Lords and Monarch - link to topic with a comparison between these roles in Tudor times and today)</p>	<p>Identify who is in the House of Commons and the House of Lords.</p> <p>Understand the relationship between the Houses of Parliament and the Monarch.</p>	<ul style="list-style-type: none"> - Refer to previous work that the children have carried out on democracy and the British Parliament and democracy system. Discuss the Houses of Parliament and who works within there referring to previous work on how laws are made in Year 4. - Share the clips from www.parliament.uk with the children regarding the differing roles of the House of Commons, the House of Lords and the Monarch in terms of governing the country. - Produce a report on how the different Houses formed and how they
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	<p>Elections in Action (reinforced from previous learning) children standing for election should now be given the opportunity to argue and defend their points of view)</p>	<p>Argue and defend a point of view.</p>	<p>work together.</p> <ul style="list-style-type: none"> - Arrange a visit for the children to the local council offices to understand how the council works democratically and how this relates to the work done within the Houses of Parliament. - Introduce the term manifesto (A public declaration of policy and aims, especially one issued before an election by a political party or candidate). - Children to create their own manifesto about what they would like to achieve if they were elected to school council. - Children argue and defend their points of view when delivering the manifesto. - Class then vote (democratically) for who they want elected.

6	Freedom	Understand the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.	<ul style="list-style-type: none"> - Look at 'freedom fighters' MLK, Mandela, Raif Badawi, the forms of government in their countries and the consequences of their actions - contrast to UK. - Divide class into two groups: one group researches the advantages of democracy, the other researches the
	Elections in Action (reinforced from previous learning) children standing for election should now be given the opportunity to argue and defend their points of view)	Argue and defend a point of view.	<p>disadvantages. Group then presents their findings to the rest of the class/year group.</p> <p>Introduce the term manifesto (A public declaration of policy and aims, especially one issued before an election by a political party or candidate).</p> <p>Children to create their own manifesto about what they would like to achieve if they were elected to school council.</p> <p>Children argue and defend their points of view when delivering the manifesto.</p> <p>Class then vote (democratically) for who they want elected.</p>

Websites:

www.parliament.uk

Woodlands Junior School

bbc.co.uk/history

