

British Values Overview

Promoting British Values at Alfred Street Junior School



The definition of British Values was set out by the government in the 2011 Prevent Strategy and determined that “schools should 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.”

At Alfred Lord Tennyson School, we believe it to be an essential part of our duty to prepare our children for life in modern Britain. Children are taught about British Values through PSHE and RE and these are examined and discussed through our delivery of a broad and balanced curriculum, allowing children to develop a secure understanding of these through application to their own lives and those of others. British Values are promoted through assemblies, our whole school values system and structures such as our School Council. We recognise that promoting British Values also carries with it a responsibility to challenge pupils, staff or parents who express opinions or behaviours in school that are contrary to fundamental British Values.

In the Early years

We look to provide children will opportunities to gain experience beyond their local community, welcoming a range of visitors into school as well as class visits to promote children’s understanding of British Values outside of their own experience.

	Being Part of Britain	Democracy Making decisions together	Rules and Laws Understanding rules matter	Individual Liberty Freedom for all	Mutual Respect Treat others as you want to be treated	Tolerance of those with different faiths or beliefs
Whole School	Weekly Class picture News related to a British values Link					
	Assemblies held on themes based on British Culture. Whole-School Celebrations based on significant cultural events. School events opened up to the parents/local community, including:	School Council enables children to stand for election and give a presentation to their class. All children allowed to vote for their class representatives in a realistic ballot.	Children take a pivotal role alongside other members of the school community in creating the content of the 'Alfo Agreement', which sets out the values of our school. All children then sign a copy, agreeing to adhere to the values decided upon.	Children are taught to develop independence and responsibility for behaviour choices and to follow our school values. Children are taught about the 'Rights of the Child' through 'Protective Behaviours'. They are also	Children are taught to show 'Respect for All' throughout their school life. Although taught explicitly in PSHE, it is a value with such importance, that it is promoted in all areas of their school life and encouraged beyond that.	Children are taught about different faiths and cultures in many areas across the curriculum. During specific RE topics, visitors are invited in to talk to the children and take part in cultural activities with the children.

	<p>Coffee Morning commemorating WWII bombing of the school; Enrichment Days to share work produced. Harvest gifts shared with local senior citizens and the foodbank. Singing at local care homes and other community events. Attending other community events like Remembrance Services, Easter, and Christmas Services.</p>	<p>Chosen School Councillors, along with the rest of the class, are then given a voice in whole-school decision-making.</p> <p>Votes are taken often in class situations, through show of hands/private ballot, when making choices in a range of activities across the curriculum.</p> <p>Pupil Voice Questionnaires allow all children to have their voices heard.</p>	<p>Children are involved in creating rules within the classroom.</p>	<p>taught that with 'Rights', also comes 'Responsibility'.</p> <p>Children are given opportunities to make their own decisions in a range of situations, sometimes choosing their own work partners or making a decision about aspects of their work.</p>		<p>Multi-Faith visitors are invited in to take assemblies about a variety of different religious and cultural festivals.</p> <p>Children visit significant places for different faiths: e.g.: Hindu Mandir, Sikh Gurdwara, Christian Churches of different denominations etc.</p> <p>Children take part in whole-school Diversity Days. These include Chinese New Year Day, Eastern European Day, Africa Day, Patron Saints' Days etc.</p>
	Being Part of Britain	Democracy Making decisions together	Rules and Laws Understanding rules matter	Individual Liberty Freedom for all	Mutual Respect Treat others as you want to be treated	Tolerance of those with different faiths or beliefs
EYFS	<p>Understanding the World Seasons in the UK Climate in the UK</p>	<p>Voting for story times</p> <p>Making decisions regarding fruit choices Set up of continuous provision helps encourages decision making.</p>	<p>Visual timetable</p> <p>Monitor timetable</p> <p>Class dojo</p>	<p>Daily circle time</p> <p>Colour monsters – emotions</p>	<p>Self registration board.</p> <p>Rewards for good table manners</p>	<p>Learn and celebrate about different faiths, advent, Diwali</p>
	Being Part of Britain	Democracy Making decisions together	Rules and Laws Understanding rules matter	Individual Liberty Freedom for all	Mutual Respect Treat others as you want to be treated	Tolerance of those with different faiths or beliefs
KS1	<p>Key geographical vocabulary in the context of the countries Use of maps to locate British Isles</p>	<p>Children take part in School Council elections. School Council members take part in meetings, liaising between peers and staff.</p>	<p>Rules and values are constantly reinforced through PSHE and assemblies.</p> <p>Children earn 'Dojo Points' for following the school rules and values.</p>	<p>Circle time teaches children that they are allowed to have different opinions and to explore the language of feelings.</p>	<p>Children are encouraged to share and celebrate achievements, both in-class and in achievement assemblies.</p>	<p>Children are taught through PSHE, RE and assemblies to acquire a tolerance and respect for their own and other cultures and faiths.</p>

			E-Safety rules are updated, taught and reinforced.			
	Being Part of Britain	Democracy Making decisions together	Rules and Laws Understanding rules matter	Individual Liberty Freedom for all	Mutual Respect Treat others as you want to be treated	Tolerance of those with different faiths or beliefs
KS2	<p>Children use atlases, globes and maps to gain an understanding of the wider world, including where Britain is.</p> <p>In Geography, the children compare the climate of Britain to that of other areas of Europe and the world.</p> <p>Children celebrate Christian festivals through RE (Christianity in Action), assemblies and visitors.</p> <p>Children prepare to be good citizens by taking on key roles within school (Student Leaders).</p>	<p>Children take part in School Council elections. School Council members take part in meetings, liaising between peers and staff.</p> <p>Circle Time teaches children to take turns and listen to the opinions of others, understanding that some people's opinions might differ from their own.</p> <p>Children take part in decision-making within the classroom through discussion and class votes.</p>	<p>Rules and values are constantly reinforced through PSHE and assemblies.</p> <p>Children earn 'Dojo Points' for following the school rules and values.</p> <p>E-Safety rules are updated, taught and reinforced.</p> <p>Children 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 authorities form part of the assembly calendar to help reinforce this message.</p>	<p>Circle time teaches children that they are allowed to have different opinions and to explore the language of feelings.</p> <p>Children are encouraged to know their 'Rights' and be able to make their own choices, using their knowledge of right and wrong, but also knowing that they can make their choice in a safe and supportive environment.</p> <p>Children are encouraged and given the freedom to make choices for themselves. These could be to make decisions on choice of challenge, of how they record their work, or their participation in extra-curricular activities.</p> <p>Children are educated in making the right choices regarding E-Safety.</p>	<p>Children are encouraged to share and celebrate achievements, both in-class and in achievement assemblies.</p> <p>Children are taught the importance of mutual respect through the school values, assemblies, Behaviour Policy, PSHE and in many other areas of the curriculum and school-life.</p> <p>Children are taught to recognise and respond appropriately to bullying through PSHE, assemblies and NSPCC visits.</p> <p>Children learn about how healthy relationships are built on a foundation of mutual respect.</p>	<p>Children are taught through PSHE, RE and assemblies to acquire a tolerance and respect for their own and other cultures and faiths.</p> <p>In RE, children are taught about the main aspects of the Christian faith, Jewish faith and about Buddhism. They understand that it is OK to have different beliefs to other people, and that Britain is a diverse nation.</p> <p>Children have visitors from different faiths (Christian, Jewish and Buddhist visitors).</p> <p>Children take part in/observe religious rituals from Christian and Jewish religions as well as Buddhism.</p> <p>Children take part in Diversity Days on a range of different cultures and faiths.</p> <p>Children of different cultures to take an active role in the planning and delivery of Diversity Days.</p>