

**British Values**  
**Scheme of work**  
**2017 - 2018**

## Promoting British Values at Eyres Monsell Primary School

The Department for Education has made clear the expectations on schools “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”.

### **British values are defined as:**

- **democracy, the rule of law**
- **individual liberty and**
- **mutual respect**
- **tolerance of those with different faiths and beliefs.**

British values can play an important role in education and how well a school promotes such values is an aspect of Ofsted’s inspection process. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and Social and Emotional Aspects of Learning (SEAL) sessions. The values are integral to our long-standing visual ethos statement which complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including ‘extremist’ views.

The term ‘British values’ might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

Our school reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Our designated safeguarding leads are our PREVENT officers. Two members of staff are PREVENT level 2 trained.

At Eyres Monsell Primary School these values are reinforced regularly and in the following ways:

### **Democracy:**

Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our Pupil Council and Pupil questionnaires. Elections for Pupil Leadership Team representatives are undertaken in each class; as well as School Captain elections in Year 6. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other.

### **Examples of how democracy is promoted at Eyres Monsell:**

- Election of School Captains, Pupil Leadership Team.
- Pupil Voice is addressed through classes, questionnaires and suggestion boxes.
- Informal voting on issues within PSHCE, SMSC.
- We held a mock General Election in 2015 and EU Referendum in 2016.
- Pupils can be involved in aspects of their learning such as their person centred EHCP review meeting and their opinions are shared in the most age appropriate and meaningful way as possible.
- There is explicit consideration of democracy within PSHCE lessons.
- The principles of democracy are explored in the whole curriculum e.g. turn taking, sharing and collaboration, as well as during assemblies and special projects.
- Pupil Leadership Team is very well established and has an annual budget to spend. In 2016 - 17 it used this to:
  - Improve KS2 area through helping towards raising funds for a canopied area
- Achievements are celebrated both in lessons and in our weekly Celebration Assembly and rewards are embedded into our school culture and ethos.
- We promote a school environment where questions are valued and encouraged.

### **The Rule of Law:**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils 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 such as the Police; Fire Service; etc. are regular parts of our calendar and help reinforce this message.

### **Examples of how the rule of law is promoted at Eyres Monsell:**

- The school's ethos promotes and encourages respect and helps pupils to distinguish right from wrong.
- Our Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parent and carers. We raise awareness of bullying by being part of the National Anti-Bullying Week and Internet Safety Day.
- The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies.
- Through PSHCE lessons students 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 such as the Police and Fire Service help reinforce this message.
- The school has links with local councillors and MPs who have made visits to support the school with elections.

### **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Examples of how Individual Liberty is promoted at Eyres Monsell:**

- We pride ourselves on a school culture and ethos that builds respect, tolerance and resilience.
- Both in and out of lessons pupils are actively encouraged to make the right choices, knowing that they are in a safe and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHCE lessons.
- We have a robust anti-bullying culture (refer to Anti-Bullying Policy and Behaviour Policy).
- Our school environment is one that promotes independence and individual communication. Our aim is to work towards pupils having full independence.
- Staff work to promote the students' self-esteem and positive sense of self throughout the school day and in the wider community

- Pupils are encouraged to take responsibility for their behaviour and are supported to learn to make safe choices that enable them to grow as individuals and reach their own potential in all aspects of their learning
- As pupils move up through the school they are supported to understand their rights and personal freedoms and are given appropriate advice to enable them to make independent decisions.
- Vulnerable students are supported to make appropriate decisions and staff ensure that adults supporting them are doing so with the pupils' best interests.
- We conduct annual pupil and parent surveys and use the results to inform the coming year's school development plan.

### **Mutual Respect:**

Part of our school ethos and behaviour policy has revolved around our Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. The school promotes respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

### **Examples of how Mutual respect is promoted at Eyres Monsell:**

- Respect is one of the core values of our school. Our pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- A respectful environment and relationships are encouraged. We encourage a 'no shouting' policy, so conversations and discussions are held in a respectful manner.
- School assemblies and PSHCE address what respect means and how it is shown.
- Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our Behaviour Policy.
- Both in and out of the classroom pupils are helped to acquire an understanding of, and respect for, their own and other opinions, cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. All such incidents are recorded.
- The wider school community is encouraged in their behaviour to show respect for school staff and the rules and policies. The school governors has a zero tolerance on abusive behaviour towards its staff
- Our SMSC Equalities programme "no outsiders in school" supports pupils to respect those from different faiths, backgrounds, LGBT and to celebrate difference.

### **Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

### **Examples of how tolerance of those of different faiths and beliefs is promoted at Eyres Monsell:**

- Discussions about prejudices and prejudice-based bullying in form time.
- Recognition and discussion of religious celebrations in lessons, form times and assemblies.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school eg. a discussion of fasting during Ramadan.
- Through the PSHCE and RE curriculums students are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Links and visits are promoted with local faith communities and places of worship eg. in RE all students visit the Leicester Synagogue, St Hughs Church, and a local mosque.
- Our SMSC Equalities programme “no outsiders in school” supports pupils to respect those from different faiths, backgrounds, LGBT and to celebrate difference.
- Our PSHCE theme called ‘celebrating differences’ encourages children to reflect on and celebrate the differences that exist and see these as positives within our society.

## **British Values across the curriculum**

At Eyres Monsell we promote values that ensure our pupils develop a strong sense of social and moral responsibility. We prepare them for life in Modern Britain as the core British values are embedded across our curriculum and daily life. In addition to these we hold an annual British Values Week where children are immersed in learning about Modern British Society.

Our school model encourages a democratic model in the way that we are structured and our general ethos and culture. Additionally our rules and regulations are there for the benefit of all of our stakeholders and we take a holistic approach to developing British Values across the school.

As such our Governors and School Leaders are committed to providing a curriculum that:

- Is broad and balanced and provides a wide range of subjects which prepares pupils for the opportunities, responsibilities and experiences of modern life.
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Promotes tolerance and respect of for people of all faiths, cultures, lifestyles through effective social, moral, spiritual and cultural development of pupils, including extra curricular activities.
- Is supported by a well-rounded programme of assemblies and PSHCE lessons which offers clear guidance on what is right and wrong.

In short, we believe that we allow our pupils to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others beliefs and how communities function. These qualities will allow them to participate fully in modern Britain.

Included within this document is how British Values is embedded into the curriculum subjects taught at Eyres Monsell.

## Art

The Art curriculum delivers British Values through having a sense of enjoyment and fascination in learning about the world around them. Pupils are encouraged to actively participate in creative and artistic activities.

- We promote tolerance through different people's ideas, creative responses and understanding the different cultures and styles within art.
- Pupils are expected to maintain respect and tolerance for the views and beliefs of others.
- Pupils are exposed to a range of different cultures, religions and at times sensitive topics in their artistic work including Remembrance Day, African and Aboriginal Art and mandalas for Hindu festivals such as Diwali.
- Discussing and working in the style of artists including famous British Artists from a range of backgrounds.
- Use opportunities where possible to extend experiences e.g. visit art galleries / museums, view real 'artwork'.
- Pupils have the opportunity to work independently and as part of a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer review and assessment.

## P.E

The PE curriculum actively encourages the development of British Values as pupils in all aspects of PE work with others to develop their teamwork and resilience and develop a mutual respect for their peers. Pupils need to demonstrate good teamwork to be successful in sport. This means being gracious in defeat and showing sportsmanship and respect both 'of and off the field'.

The PE curriculum also embeds the values and passion of sport by encouraging competitive sport, which develops children's understanding of Rule of Law and democracy through them following the rules of a game, the rules of a competition and learning how to act responsibly as part of a team and representing the school.

Resilience and self-esteem are developed on a lesson by lesson basis with the development of new skills enhanced by the prior learning and encouraging children to try again if at first they don't succeed.

Further in dance, pupils develop mutual respect and tolerance, diversity and celebrating British culture through the dance styles explored. During dance lessons children are encouraged to reflect on the dance style, the culture and its way of life. This ensures that they remain open to the world around them and have a better grasp of links between countries and cultures.

This in turn emphasises the need for tolerance and mutual respect as children learn about the varied customs, festivals and national characteristics that makes every society unique.

The P.E curriculum develops team work as individuals work together on:

- Joint performances in dance
- Working as a team in team sports (net, invasion, team)
- Working with partners for routines and performances in gymnastics

This fosters a sense of belonging, tolerance and mutual respect. Pupils also develop resilience through learning and developing their skills, performing and competing in front of others and using peer feedback to further develop their performances. Self-esteem is built through performances across the PE curriculum

### **SMSC (including PSHCE and RE)**

Through our SMSC programme, children:

- Develop their self-knowledge, self-esteem and self-confidence
- Distinguish between right and wrong, understand and respect civil and criminal law in England.
- Learn to accept responsibility for their behaviour, show initiative and how they can positively contribute to their school and community and society more widely.
- Develop a broad knowledge and respect for public institutions and services, in an age appropriate context e.g. people who help us (police, fire service, nurses, doctors etc to understanding the government and Parliament)
- Further harmony and tolerance of different cultures and traditions, enabling pupils to appreciate and understand their own and others cultures and beliefs.
- Encourage respect for others
- Encourage respect for democracy, the democratic system and support participation for the democratic process including respect for the basis on which laws are made in the UK.

Many of the values studied explicitly in Religious Education (RE) directly link to British Values. In lessons we aim to foster mutual respect through developing an understanding of different religions and cultures. We foster an appreciation for and celebrate differences across the world. Pupils are encouraged to explore issues whilst retaining respect for others' views. Much of the RE curriculum is about developing an understanding of world-wide religions and through understanding true tolerance develops. Being able to be involved in discussions and debates encourages children to develop self-confidence whilst mutually respecting the views of others.

Children have opportunities to explore the main world religions including Christianity, Hinduism, Islam, Judaism and Sikhism. Children may also explore other religions through celebrating other world festivals such as Chinese New Year.

British Values is intrinsically linked as part of the schools PSCE curriculum Jigsaw. Both through the direct teaching of information and through the experiential learning children will enjoy. Each themed puzzle piece covers the different areas of British values as detailed below:

### Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

### Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

### Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

## Life Skills

Our Life Skills lessons deliver British Values through developing personal, social and emotional skills and skills which will support children to become active and prepared citizens in a modern world. Pupils are encouraged to actively participate in a wide range of activities including:

- We promote understanding, discussions and debate on managing money through our Life Savers money management programme.
- We discuss and promote thinking and study of different cultural and lifestyle freedoms and liberties whilst encouraging children to develop mutual respect and tolerance for the different cultures and areas within the Equalities act such as LGBT, family groups and disabilities.
- Pupils are expected to maintain respect and tolerance for their views, beliefs and opinions of others during discussions.
- Pupils are exposed to sensitive areas including the range of family settings, asylum seekers, refugees, disabilities, being homeless, at age appropriate levels through stories, videos and activities as part of our “No Outsiders In School” programme.
- Children are exposed to the importance of the rule of law through activities which require adherence to rules and requires such as Forest Schools.

Our life skills curriculum develops children’s resilience, emotional language and moral understanding through character building activities such as the “I am Worth It” resilience project. Children learn how to problem solve, recognise how to respond in a difficult situation. They develop tolerance and mutual understanding from understanding different ways to work with peers and how to respond to difficult situations. They also learn to take responsibility for their own actions and listen to the views of others.

## English

Children should have regard for all faiths, races and cultures with respect and tolerance. Through exposing children to a wide range of literary genres, children are encouraged to further explore different cultures and faiths to develop mutual respect and a greater understanding of the differences between cultures. Children have the opportunity in Literacy to use stories and poems from other cultures and study works by prominent literacy figures including British authors. Children have the opportunity to develop their understanding of the rule of law and democracy through learning to debate on topics and issues.

Children are able to develop resilience, self-esteem and confidence through developing their skills in reading and writing.

In areas such as drama children are encouraged to develop patience, working in a group and co-operatively and with respect.

Literacy texts and areas studied include British achievements and morals such as World War 2, Freedom and Women's rights and the Victorians. They also learn about key British figures to develop their ability to write auto biographies.

### **Modern Foreign Languages**

Pupils at Eyres Monsell have the opportunity to learn French as a modern foreign language. As part of this children can encouraged to develop a mutual respect for the culture and life in France, therefore understanding and comparing different cultural aspects. There is an emphasis on pupils appreciating the country that the language is spoken in.

### **Geography**

Pupils learn about British Values by exploring how places have changed and by the contexts in which they have been changed. Pupils learn to appreciate the diversity of the world around through studying different countries and different geographical features such as comparing and contrasting to Leicester and England, learning about the rainforest, learning about rivers and lakes. Children also study European Geography further aiding the understanding, tolerance and respect for other countries and their cultures.

Geography also helps pupils to understand society better through studying key issues such as deforestation, climate change, renewable and sustainable energy, endangered animals, pollution and less economically developed countries. This promotes tolerance and respect for the different countries and issues explored. The values are also encouraged in day to day teaching through the work children undertake for example working co-operatively with others in debates and discussions, following the rules of activities and demonstrating fair play in quizzes and activities.

### **History**

British Values including democracy, the rule of law, individual liberty and mutual respect for other cultures and faiths in embedded across the history curriculum. Children have the opportunity to learn about historical British successes, morals and key British periods including World War I and 2, Victorians, Tudors and Anglo-Saxons. Children explore influential historical figures such as King Richard III, Henry V111 and including influential British women such as Florence Nightingale. By looking at the achievements of British people and inventors, children develop an appreciation and respect of the impact of their work such as the industrial revolution.

Children also learn about key historical architectural features such as the history of British castles and the Great Exhibition.

Pupils explore democracy through learning about key historical events and upper key stage 2 pupils explore the development of the legal

system, the creation of Parliament and suffragette movement to understand how the British political system have developed.

## **Mathematics**

Pupils are encouraged to achieve their potential through maths lessons and learn the importance of maths in all aspects of life. Pupils of all abilities are encouraged to believe that they are able to achieve and this builds confidence and self-esteem.

Group work encourages children to work as part of a team and helps them understand how to solve problems in various ways. This promotes British values of mutual respect and support for one another. Whilst investigating and applying maths to a range of situations, tolerance and resilience are promoted as pupils are encouraged to persevere, take risks and try different methods. Pupils learn maths comes from different cultures such as studying Indian rangoli patterns and Fibonacci which originate from different cultures.

Pupils have opportunity to participate in arty maths days where maths from other cultures is explored.

## **Music**

The music curriculum promotes British Values through its depth and breadth of curriculum and exploiting enrichment opportunities to engage pupils in dialogue. In particular the music curriculum promotes the understanding, mutual respect and tolerance of different cultures through children learning instruments such as djembe drumming and steel pans. Freedom of expression is developed as children listen and appreciate music and musical forms, discussing different music and through being able to express their opinions. Discussions surrounding music from different cultures allows teachers to challenge the use of stereotypical cultural references and discuss how it can lead to discriminatory and prejudicial behaviour.

## **Science**

Individual liberty of own views, tolerance and mutual respect of others views is taught through topics where different views and ethics are involved. Children learn about influential British inventors and scientists as part of Science, technology and engineering week and celebrate British successes. This includes famous female scientists.

Rule of law in science links to pupils understanding the need for rules such as speed limits, changes of force and momentum, alcohol, drugs and tobacco.

Practical science and investigation involves collaborative work and mutual respect for each other.

Democracy is encouraged and promoted in science through debates in investigations.

Resilience is developed through pupils building independent learning skills and experiencing getting answers wrong, learning how to formulate

a correct response and developing fair tests.

## **Design and Technology**

Children learn about making moral choices with designs and manufacturing where deciding on materials. Pupils consider sustainability and recycling in food and design and learn how to manage portion control and waste as part of food technology. Pupils develop an awareness of health and safety in each area, thus understanding the importance of rules and social skills to behaviour in safe working environments. Children may consider cultural influences on the food they make and learn about staple foods in different countries. Pupils learn to recycle and reuse products and materials.

Children develop self-confidence, resilience and self-esteem through working on designs, improving these designs and reflecting on how successful they have been. They develop mutual respect through working as part of a group on design projects.

For further information, please see year group curriculum maps for the specific topics and themes covered.