

# Purbrook Infant School



## BRITISH VALUES STATEMENT

<b>Date:</b>	<b>4<sup>th</sup> January 2016</b>	<b>Review Date</b>	<b>Summer Term 2017</b>
--------------	------------------------------------	--------------------	-------------------------

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, and these values were reiterated in 2014.

At Purbrook, we take our responsibility very seriously, in preparing children for life in modern Britain. We reinforce these values and concepts throughout the curriculum; in particular our PSHCE, RE and SMCS sessions provide opportunities to explore these issues and deepen understanding of how these values apply to the children's own lives.

Value	Statement	Evidence	Impact and Next Steps
<b>Mutual Respect</b>	<p><b>1:</b> You have the right to know your rights. Adults should know about these rights and help you learn about them too</p> <p><b>2:</b> You have the right to find out things and share what you think with others...unless it harms or offends other people</p> <p><b>3:</b> You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do</p>	<ul style="list-style-type: none"> <li>• Throughout the school values programme</li> <li>• Assembly Themes</li> <li>• Teaching and Learning policy</li> <li>• PSHCE sessions</li> <li>• RE sessions</li> <li>• PE sessions ( team games and turn taking)</li> <li>• Council meetings</li> <li>• Forest curriculum</li> <li>• Prefect promise and school behaviour policy</li> <li>• Children's questionnaires</li> <li>• AfL principles in the classroom (pair share)</li> <li>• Independent learning sessions</li> <li>• ELSA Sessions and Nurture groups</li> <li>• Focus on S&amp;L in sessions</li> <li>• Home school agreements</li> </ul>	<p>Children's behaviour demonstrates good understanding</p> <p>Few exclusions / incidents of recurring poor behaviour choices</p> <p>Assemblies and class discussions show children's ability to talk about and share their understanding of respect</p> <p><b>Next Steps:</b> Embed the values and SMSCS programme throughout the school Further embed the children's</p>

		<ul style="list-style-type: none"> <li>SMCS Curriculum foci</li> </ul>	ability to identify where their rights and wishes have been respected
<b>Tolerance (and understanding)</b>	<p><b>4:</b> You have the right to choose your own religion and beliefs.</p> <p><b>5:</b> You have the right to practice your own culture – or any you choose</p> <p><b>6:</b> You have the right to your opinions and for adults to listen and take it seriously</p>	<ul style="list-style-type: none"> <li>Throughout the school values programme</li> <li>Assembly Themes</li> <li>Teaching and Learning policy</li> <li>PSHCE sessions</li> <li>RE sessions</li> <li>Forest curriculum</li> <li>Prefect Promise and school behaviour policy</li> <li>AfL principles in the classroom (pair share)</li> <li>Independent Learning sessions</li> <li>ELSA / Lego Therapy and Nurture groups</li> <li>Home school agreements</li> <li>SMCS curriculum foci</li> <li>Local visits and visitors</li> <li>EAL awareness</li> <li>Dyslexia aware school</li> <li>SEN procedures in school</li> <li>Art / Musical appreciation</li> <li>Locality links with other schools PE etc</li> <li>AfL – self and peer assessment</li> </ul>	<p>Children are able to talk about different faiths and religions drawing comparisons and differences between them. They are able to display tolerance and understanding of the diversity within faiths, religions and cultures</p> <p>Children able to use constructive criticism as part of their peer / self-review</p> <p><b>Next Steps:</b> Make further links with local mosque and Church (Bringing the two together) Develop understanding of the faiths represented within our wider community Develop links with an international school</p>
<b>Democracy</b>	<p><b>7:</b> You have the right to your opinions and for adults to listen and take it seriously</p> <p><b>8:</b> You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others</p>	<ul style="list-style-type: none"> <li>AfL strategies – lolly sticks for turn taking</li> <li>PE curriculum – team and pair sessions</li> <li>School Values – team work and collaboration</li> <li>Child feedback – transition / school wide issues</li> <li>PSHCE / SMCS curriculum</li> <li>Assembly – Is it fair</li> <li>Focus on world events</li> <li>History / Geography – famous leaders etc</li> <li>Philosophy for children (P4C)</li> </ul>	<p>Children able to work in groups and with others effectively. Children understand the need for turn taking and demonstrating respect for the views of others</p> <p><b>Next Steps:</b> Continue to embed the core value of collaboration across the school through team work activities Continue to develop the work of P4C to disseminate the choices made across the school</p>
<b>Rule of Law</b>	<b>9:</b> All children have these rights no matter who they	<ul style="list-style-type: none"> <li>Rights and Responsibilities</li> </ul>	Children able to talk about school

	<p>are, where they live, what their parents do, what language they speak, what their religion is, whether they are a girl or a boy, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p><b>10:</b> You have the right to legal help and fair treatment in the justice system that respects your rights</p> <p><b>11:</b> You have the right to get information that is important to your well-being, from radio, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p>	<ul style="list-style-type: none"> <li>• Assembly Themes</li> <li>• Behaviour Policy – good choices and consequences</li> <li>• School Values programme</li> <li>• Prefect Promise</li> <li>• ILPs</li> <li>• Nurture / Wow charts</li> <li>• ELSA sessions</li> <li>• Open book assemblies</li> <li>• Walk to School tracker / travel plan</li> <li>• PSHCE – Stranger Danger / Anti-bullying week / moral dilemmas</li> <li>• Topics – People who help us / Superheroes</li> <li>• ICT - eSafety / digital safety strands</li> <li>• SMCS statements</li> </ul>	<p>rules and why they are in place. They know why being safe and happy is important. They are starting to be able to talk about eSafety and keeping themselves safe online. They can talk about stranger danger and why it is important to know what rules there are outside school to keep us safe</p> <p><b>Next Steps:</b> Further embed the eSafety message / understanding of on-line and other forms of bullying</p>
<b>Individual Liberty</b>	<p><b>12:</b> You have the right to give your opinion and for adults to listen and take it seriously</p> <p><b>13:</b> Your education should help you use your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<ul style="list-style-type: none"> <li>• Independent learning time</li> <li>• Nurture sessions</li> <li>• Maths – divergent thinking</li> <li>• PSHCE – dilemmas and role play</li> <li>• School Values programme</li> <li>• After School Clubs</li> <li>• Pupil Premium children – access to clubs etc</li> <li>• Able pupils list</li> </ul>	<p>Children starting to take more ownership of their learning, through increased opportunities for independence in planning. Plenty of opportunity for choice in learning styles etc. Pupil voice valued and celebrated as an important part of the learning process</p> <p><b>Next Steps:</b> Develop children's understanding of their basic human rights</p>

<b>Committee:</b>	<b>Signed by</b>	<b>Date</b>
-------------------	------------------	-------------