

British Values at LSPS 2018-2020

Democracy The Rule of Law Individual Liberty Mutual respect and Tolerance of those with different faith and beliefs

At Little Stoke we take a holistic approach to the promotion of British Values. We ensure that British Values permeates every aspect of school life in the way we interact: children to children, children to adults and adults to adults. There is a strong school ethos which embodies the core aspects of British Values. Quality books are at the very centre of our Curriculum and many books will have themes covering tolerance, mutual respect and democracy.

The examples below serve to give a flavour of some of the interesting and highly relevant work which is going on in our school.

<p>Democracy</p>	<ul style="list-style-type: none"> ❖ Modelling democracy through discussions at every level in class and in informal interactions with children around school ❖ Junior leaders voted in using a democratic process following pupils presenting why they should represent their class ❖ Children are taught the importance of good listening and how this works in practice ❖ Voicing opinions and contributing to open ended discussions are a feature of every class ❖ Children have the opportunity to be involved in decision making eg through the Junior Leaders ❖ At an adult level, children see this democratic process promoted in distributed leadership and the value placed on all adults within the school, whatever their role. ❖ Children experience voting in a range of classroom activities from choosing stories to voting for a class treat. ❖ Pupil Voice: Children take part in pupil questionnaires and see the impact of voicing their opinion (eg playground improvements) ❖ Visiting MP discussed processes of government and the electoral system.
<p>Democracy additions during 2018-2019</p>	<ul style="list-style-type: none"> ❖ Rights of individuals are explicitly or discreetly covered through a wide range of new themes ❖ Through oracy assemblies and discreet oracy, teaching children about the rules governing discussion and the language associated with debate ❖ Oracy Hubs reinforce this approach to debate on a fortnightly basis
<p>The Rule of law</p>	<ul style="list-style-type: none"> ❖ Children have a clear understanding of the three school rules SAFE, KIND and USEFUL and have generated examples of how these work in practice ❖ Teachers make sure children understand the reasons behind the rules and ensure they are reinforced positively. Children understand the reason for sanctions and consequences are logical. These behaviour strategies are embedded in the life of the school. ❖ Celebration assemblies are used to reward children who have exemplified learning skills, often containing elements of class rules ❖ Learning skills revised and adapted as necessary in consultation with staff. At present these are: Resilience, Creativity, Curiosity, Kindness and Teamwork ❖ Older children are taught about wider community and classes go out to explore how communities operate ❖ Visits from Police reinforce importance and value of rules ❖ Older children support younger children with resolving conflicts on the playground ❖ Children experience accountability through homework expectations

	<ul style="list-style-type: none"> ❖ Reward systems encourages children to understand the value of adhering to the rules of the organization (school) through attendance, uniform and behaviour ❖ Through philosophical enquiry in our P.S.H.E., we allow opportunity to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection.
The Rule of Law during 2018-2019	<ul style="list-style-type: none"> ❖ Leadership Themes in Year 6 will explore structure of government ❖ London's Burning will explore the history and development of the fire service and its role in safeguarding society ❖ Comparing systems of governance eg modern Parliament and the Roman Forum
Individual Liberty	<ul style="list-style-type: none"> ❖ Children are provided with age appropriate choices and encouraged to make these responsibly. ❖ Teaching styles encourage children to develop independence, flexibility and creativity making choices about challenge, participation and their learning in general. ❖ A wide range of extra-curricular activities enable children to make choices about participating in voluntary activities ❖ Children are spoken to and supported to remain committed ❖ Children experience choice when choosing options at lunchtime ❖ Children are taught about rights and responsibilities through themes and also times and places where people have not had rights. eg Apartheid, the refugee crisis ❖ Children can talk about how their behaviour choices affect other people's rights. ❖ Children are taught this practically linked to issues concerning e-safety and through PHSE activities. ❖ Through SRE, PHSE and school routines, children are taught how freedoms and responsibilities increase as children get older. ❖ Big question discussions on significant issues eg plastic waste ❖ Big questions link to books being used in English and for theme work ❖ Exploring the concept of individual liberty through characterization in stories eg Journey to Jo 'Burg
Individual Liberty during 2018-19	<ul style="list-style-type: none"> ❖ Exploring the value of Liberty through new themes such as Walls and Barricades, Mischief Managed ❖ Through new SRE scheme, children will be given greater opportunities to explore individuality and differences. Different families will be celebrated. ❖ Reinforced through aspects of our SRE scheme children are taught to understand and respect their own bodies and the idea of privacy and choice around sexual relationships ❖ SRE scheme encourages open-mindedness about family groupings, choice and variety

<p>Mutual Respect and Tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> ❖ Respect is our Standard Operating System at school and underpins all we do. Children learn what that means in a wide range of contexts. Older children are able to verbalise clearly what respect means and how it is shown in school. ❖ We offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. ❖ Tolerance, interest and respect for different faiths and beliefs is taught through the RE, PHSE and themes linked to other countries ❖ Assemblies celebrate diversity and key festivals such as Harvest, Easter and Christmas emphasise this diversity. ❖ Faith is explored through Oracy assemblies where children are encouraged to discuss issues regarding faith and beliefs and explore big questions in an open-ended, exploratory manner ❖ Children have experience of different festivals and learn the importance of faith to different people <ul style="list-style-type: none"> ❖ Visitors are invited into school to enrich children’s understanding. ❖ Children explore a wide range of musical traditions and styles through music provision eg samba., Djembe Drumming ❖ Children experience a range of cultures within school which are highly valued and celebrated regularly ❖ Children from other cultures feel supported and welcomed into the school (evidenced by BME Pupil conferencing) ❖ Tolerance is explored annually through the marking of Holocaust Memorial Day. Many classes write poetry to explore this. ❖ Oracy structures encourage a high level of respect, turn-taking, high quality listening skills ❖ Buddy schemes where older children support younger children eg with reading and play
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<p>Mutual Respect and Tolerance of those with different faiths and beliefs during 2018-2019</p>	<ul style="list-style-type: none"> ❖ Wider range of culturally diverse themes in 2018-2019 such as Let the Adventure Begin, where in the World? explore how different cultures operate across the world ❖ New PHSE scheme explores themes such as friendships, conflict resolution ❖ New themes explore more fully examples of areas of the world and in history where tolerance and mutual respect has not been present and the impact of this. ❖ Children are systematically taught how to be respectful use of the internet ❖ Pupil questionnaire and further parent training around e-safety, will ensure there is an integrated culture of respect in using the internet which helps keep our children safe on-line ❖ New e-safety scheme will also ensure progression in 2019-2020 ❖ Children experience respect through there interactions with adults around the school. ❖ Increased development of links with other schools, help teach children how to work alongside children they don’t know and accommodate other children’s differences ❖ School takes a full and active part in Anti-bullying week and weaves anti-bullying messages into the curriculum throughout the year. A notable achievement was Year 6 creating an anti-bullying video in our Forest which had a huge number of views on Facebook and very positive feedback.
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<p>Being Part of Britain</p>	<ul style="list-style-type: none"> ❖ Children are taught about Britain through many themes such as Rule Britannia, They learn about Britain geographically (its coasts, mountains and rivers) historically (key times in history eg Remembrance - World War) ❖ Traditions and customs are celebrated or marked such as Harvest, Remembrance Day ❖ Older children have the opportunity to visit London and see significant landmarks and appreciate the importance in the country's cultural history. ❖ Key aspects of British Culture have become an integral part of our Curriculum
<p>Being Part of Britain During 2018-2019</p>	<ul style="list-style-type: none"> ❖ Shakespeare is an annual theme in key stage 2 with taster days in Key Stage 1. ❖ All children in Key Stage 2 will be introduced to A Shakespearian Play through workshops or performance (Young Shakespeare Company. This year's performance is 'Macbeth' 2019 - Term 2 ❖ Year 6 visit to Stratford-Upon-Avon

Year Group Examples and impact including pupil conferencing

Year 6			
	British Values Strand	Activity	Impact
2018	<ul style="list-style-type: none"> ➤ Individual Liberty ➤ Mutual Respect and Tolerance of those with different faiths and beliefs ➤ Democracy 	<p>Holocaust Memorial Day</p> <p>How can Life Go On? Children took part in an assembly that looked at the origins of HMD beginning with the Holocaust and the treatment of Jews by Nazis during WW2. Children also thought about.</p> <p>Children discussed empathy and how empathy can enable people to overcome prejudices. Children were very interested in the idea of fear making people behave in ways they wouldn't normally behave and how we can stop that happening in our own school eg on the playground.</p> <p>Poetry written 'Remember Me' explored rights being taken away and the desperation of friends turning against you.</p>	<p>There was a strengthening of understanding of how people have suffered over time and the origins of prejudice against individuals and groups of people. .</p> <p>The poetry produced reflected children beginning to develop empathy with others.</p> <p>Comments from year 6 children included: "People shouldn't be picked on because they are different." "Underneath everybody is the same." "I don't get it. Why people would be so unfair to each other, even when they were friends." "Sometimes it is hard to stick up for people when they are being got at by others. You have to be really brave to do that."</p>
2019	<ul style="list-style-type: none"> ➤ Individual Liberty ➤ Mutual Respect and Tolerance of those with different faiths and beliefs ➤ Democracy 	<p>Refugees</p> <p>Children watched the short film 'Imagine your phone is a refugee's phone and explored the changing emotions of the owner of the phone. Children discussed a range of misconceptions about refugees and compiles statements according to whether they were true or false. eg Refugees don't understand modern technology. Children role played conversations regarding decisions about whether to leave home and the negative/ positive sides to this.</p> <p>Children wrote diary entries as refugees embarking boats to set sail to their new life and life in the camps.</p>	<p>All the children had no idea of the difference between a refugee and an asylum seeker so there was some key learning in terms of knowledge. The conversation led into a consideration of the UNICEF Rights of the Child and a heated debate on what the children considered to be the most important rights.</p> <p>"The camps were awful. I moan about sharing a room with my sister. The refugees we learnt about didn't even have a room."</p> <p>" The Rights of the Child were interesting. Some children have terrible lives." The session also addressed misconceptions.eg "They are taking all our jobs!"</p>

