

Long Furlong Primary School British Values Statement

Introduction

An important aspect of our ethos is that our children develop socially and emotionally beyond the core curriculum. We place high regard upon the development of 12 Values that underpin how we behave and treat one another: Willingness, Politeness, Honesty, Respect, Forgiveness, Co-operation, Thoughtfulness, Independence, Responsibility, Caring, Excellence and Perseverance. These values are discussed and celebrated in Collective Worship. In addition, all curriculum areas provide a vehicle for furthering the understanding of these concepts and, in particular, our RE and PSHE curricula provide excellent opportunities to deepen and develop understanding. We have high expectations that all those in our school community will live these values, with adults modelling them at all times. Our children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives. We make considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown through, for example, sporting events, a range of visits and use of outdoor education centres. This strong-rooted, values-based understanding gives them an excellent platform for embracing differences.

Promoting Fundamental British Values.

The Department for Education state that there is a 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 this definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is right and wrong all people living in England are subject to its law.

The DfE states that the British Values are:

- **Democracy**
- **Rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those of different faiths and beliefs**

How this is done at Long Furlong Primary School:

The table below shows how we focus on, and show how the school's work is effective in securing British Values. We will challenge members of the school community or visitors to the school who express opinions contrary to our school or British values

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	Respect is a fundamental school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups (their own and other cultures ways of life) the world and its people and the environment. We pay explicit attention to this as part of our RE and PSHE curriculum. Prejudicial or discriminatory behaviour will be challenged. Children will develop critical thinking skills and learn to disagree in a respectful way.	Records of PSHE Sessions / Collective Worship. RE curriculum RE planning and workbooks. Visits to places of worship, visitors from other faiths. Work alongside children and families of different faiths. Debating forums Learning Walks for behaviour	Children can articulate why respect is important how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action. Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
Democracy	The children at Long Furlong Primary see democracy borne out in a whole variety of ways and it is seen as being an essential component of successful team working. Children are encouraged to take on a number of responsibilities in the class or school. Pupils are provided with a broad general knowledge of public institutions and services and respect for these is promoted. Pupils are taught how they can influence decision-making through the democratic process and they are informed of the advantages and disadvantages of democracy and how it works in Britain Democracy is a school value that children meet when discussing respect and co-operation.	The establishment of new School and Eco Councils each year models the democratic process. PSHE and history lessons Debating opportunities Model peacefully resolving injustice Learning Walks for behaviour	Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children can peacefully resolve injustices. They can debate respecting others points of view. Children in KS2 in particular are able to use the language of respect.

<p>Rule of Law</p>	<p>The children are familiar with this concept through the philosophy behind our school rules. We ensure rules are fair and understood by all. Class rules developed by the children may also be in place. They are familiar with the concept through the discussion of values. Pupils are taught aspects of both civil and criminal law and discuss how this might differ from some religious laws and guidance (Year 6)</p> <p>Children are used to debating and discussing laws/rules and their application. Pupils are helped to distinguish right from wrong . through discussion and when resolving incidents and difficult situations.</p> <p>Help pupils to respect the law and the basis on which it is made</p> <p>Help pupils to understand that living under the rule of law protects individuals</p> <p>Children are familiar with the local police who visit to talk to them informally.</p>	<p>School Rules/Class Rules/ PSHE/ History lessons on the role of law and parliament/School Council meetings/Collective Worship.</p> <p>Repair and Rebuild sheets Learning Walks</p> <p>Safeguarding Policy makes explicit our legal duties with regard to anti-radicalisation and other aspects of Keeping Children Safe.</p>	<p>Children are able to articulate how and why we need to behave in school, and demonstrate they understand and can abide by the rules.</p>
<p>Individual Liberty</p>	<p>The philosophy underpinning our teaching and learning encourages children to have their own thoughts and evidence based views. The ability to take responsibility for their own behaviour as well as knowing their own rights is developed.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves. They are supported to develop their self-knowledge, self-esteem and self-confidence in PSHE and wider school life.</p> <p>An understanding of the freedom of speech, through pupil participation, while ensuring protection of vulnerable pupils is developed.</p> <p>Stereotypes are challenged and we implement a strong anti-bullying culture.</p> <p>Online safety is taught in Computing and PSHE lessons.</p>	<p>Children are able to show independence in learning and to think for themselves.</p> <p>Growth Mindset</p> <p>Behaviour records, anti-bullying records.</p> <p>Learning Walks, lessons planning, observation records, pupils work on display and in books.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school.</p> <p>Children can explain the anti-bullying strategies in use (including online bullying and safety).</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>