



# Anchorholme Academy British Values Policy



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Person responsible for policy: Mrs C Powell



## **Introduction**

At Anchorsholme Academy, we want to engage and motivate all our learners to recognise and achieve their full potential and become valued members of society. Teaching British values at Anchorsholme Academy will help tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism. We shall promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

At Anchorsholme Academy, we encourage children to be responsible citizens and have confidence and independence which will enable them to live a full and engaging life. In pursuit of this aim we believe that children should have a range of experiences and be fully active in their community. In school, pupils are supported in this within a wide range of topic material and also out-of-school curricular activities.

It is expected that pupils should 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 academy's ethos and teaching, of which parents are aware, supports the rule of English civil and criminal law and Anchorsholme Academy does not teach anything that undermines it.

## **Objectives**

- Children will develop a capacity to convey meaning to a range of audiences e.g. self, other pupils, staff and family;
- Children will become familiar with collective worship;
- Children will learn to regard people of other faiths, races and cultures with respect and tolerance;
- Children will follow a curriculum that develops an understanding of respect for the laws and rules of our country;
- Children will use a scheme of knowledge and understanding that is built upon each year;
- Children will learn the conventions of moral behaviour and appropriate attitudes;
- Children will have a sense of the community they live in and the wider community around them;
- Children will develop a level of self- confidence and self-esteem that allows them to rise to the challenges in everyday life;
- Children will want to achieve the very best they can in all areas of their lives;
- Children will be able to distinguish right from wrong and to respect the civil and criminal law of England;
- Children will acquire a broad general knowledge of and respect for public institutions and services in England.

## **Expectations**

The list below describes the understanding and knowledge expected of children at Anchorsholme Academy when promoting fundamental British values.

- An understanding of how citizens can influence decision-making through the democratic process;

- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the Police and the Army can be held to account through Parliament, others, such as the courts, maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

All children and parents are expected to sign a whole school agreement that sets out standards we expect of our children which is reinforced by our school code of behaviour: ANCHORS code. This is a system whereby children are rewarded for demonstrating appropriate values and behaviours. High achievement is rewarded through our merit badge system and a weekly celebratory award assembly.

The children all participate in school assemblies that take a range of formats:

- Whole school
- Class assemblies
- Celebration assemblies
- Singing for fun

### **Approaches to Teaching British Values**

At Anchorsholme Academy we believe that there should be access to the following:

- Suitable parts of the curriculum, as appropriate for the age of pupils, that includes material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- Allowing all pupils to have a voice that is listened to;
- Staff that demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- Provide pupils with the opportunity to learn how to debate and defend points of view;
- Teaching resources from a wide variety of sources to help pupils understand a range of faiths, and consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

### **School Council**

Children at Anchorsholme Academy are given the opportunity to be part of a School Council which consists of a number of children from all ages in Key Stage Two. The School Council meets on a weekly basis to discuss a range of issues linked to pupil interests and welfare and they plan a number of events. Events may include, but are not limited to, the following:

- Friendship Club
- School quizzes
- Information for parents
- Suggestion box
- Pupil questionnaires
- Organisation of charity events
- Visit to Parliament

### **Examples of the Inclusion of British Values and Citizenship within the Curriculum**

#### **Foundation Stage**

In the Foundation Stage at Anchorsholme Academy, our many, varied and differentiated continuous provision activities and our open learning environment recognises and celebrates diversity.

We ensure that the environment is reflective of the children as individuals and we adapt it in line with their specific needs. Child-led learning links to choices, an understanding of each other, personal responsibility, and a recognition of the impact of their actions. The children are encouraged to take part in a wide range of activities based upon a variety of topics and many of these promote British Values. These may take the form of circle time, local area based topics, visits from people in the community, after school clubs, class activities and celebration days (see Appendix 1 for more details).

Respect features highly to support integrations of many children from any different pre-school environments. Appropriate behaviour is consistently modelled and we encourage mutual respect at all times. We ensure that all our children are listened to, conflicts are resolved peacefully and that the children have a clear understanding of when and why their behaviour was inappropriate and how they could manage it differently in the future. In the Foundation Stage, we firmly believe that British Values are basic fundamental human rights which we actively promote along with our school "Anchors" values.

## **Key Stage One and Two**

Throughout Key Stage One and Key Stage Two, children will be given access to PSHE sessions that use the SCARF range of activities and a variety of religions, races and cultures through the SACRE curriculum for RE. They will participate in various whole school activities that allow access to people in the local community, raising funds for charity and participating in creative performances.

The topics delivered across the school will include a variety of references to British culture and values and encourage mutual respect and good behaviour at all times (see Appendix 2 for topic details)

All children are expected to aim high and demonstrate our "Anchors" values at all times.

## **Staff**

At Anchorsholme, Academy we view all members of staff as role models and, as such, they will be expected to comply with codes set out in the staff handbook and in the Teachers Standards.

## **Activities**

- Visits from the local emergency services: Fire, Police, local health experts etc.;
- Visits from and to local religious organisations: All Saints Church, Rabbi, BSWY etc.;
- Participation in Children's University: a commitment to developing their own skills in areas outside academia;
- Magistrate court representatives visit;
- Parliament visit;
- Connections with local community through various charities: Brian House Hospice, RSPCA, McMillan Nurses etc.;
- Trips to local venues: Lancaster Museum, Fleetwood Museum, Lifeboat Association, parks, Blackpool Zoo, Waste Recycling Centre etc.;
- Participation in local competitions: Maths quiz, Top of the Form, a range of team sporting events including football, tag-rugby, athletics, high five etc.;
- A range of healthy living and eco initiatives: school dinners, zero-waste packed lunches, gardening club, growing and selling produce, recycling water bottles etc.;
- Various performances: Schools Alive, Choir of the Year, Musical Extravaganza, Pop Idol etc.;
- Chinese culture and language.

## Appendix 1

### Promoting British Values in Foundation Stage:

- **Democracy**

- Lots of circle time discussions where each child's voice is heard.
- Each night, two children from each class take home "Busy Bee" and the next morning they tell the class all about what Busy Bee did at their house.
- The children talk about their role in "hot seating" question and answer games.
- Lots of people visit and talk about their roles in our community: The Local Council visits (Recycling topic), The Police visit (Being British day), the School Nurse visits twice (Being Healthy topic), a paramedic visits (Superheroes topic) and the local vet visits (Animals topic).
- Looking at the voting process and learning how to cast a ballot paper to make a choice (Being British Day).
- The children work together on many group projects and learn how to listen to one another's ideas and work as a team.
- The children have targets and goals to reach. They are aware of their goals and strive to achieve them. Their targets or "next steps" are discussed verbally at the time of marking.
- The children learn about what is "fair" and "unfair".

- **The Rule of Law**

- The children help us to make the class and year group rules.
- Board Games Club helps the children to take turns.
- The children take part in Sports Day and they also have a weekly PE lesson where they have to follow rules to be safe on the equipment.
- Continuous provision activities help the children learn to share resources.
- The Police visit and talk about the importance of rules and the consequences of breaking them.
- The children learn about how to look after their environment and living things.
- The children visit the zoo (Animals topic) and the Theatre (Christmas) and, for both trips, are required to follow rules with regards to appropriate behaviour.

- **Individual Liberty**

- The children choose which continuous provision activities they engage in.
- The children choose whether they want to play outside or not.
- The children are free to go to the toilet & choose a drink/snack whenever they wish.
- The children choose which school meal to have at lunchtime.
- Discussion of our right to be safe from harm, told through stories. Also, various activities during Anti-Bullying week.
- The children make and taste food and are encouraged to say what they like and don't like.
- The children choose the materials and resources that they need for particular craft projects e.g. building a waterproof boat (Pirates topic). They do this daily in the Art Room, especially in the workshop.
- The children learn about different feelings and how to express them. They also learn that they have the right to express these feelings.
- The children are encouraged to express themselves freely through dance and movement whilst listening to music. The children choose their own instruments during music sessions.

- **Mutual Respect**

- The children go into assemblies and listen to the messages given, such as how to be kind to one another.
- The children discuss what they have learnt with their “talk partners” during plenary sessions.
- The reading, discussion and acting out of various stories that promote the importance of working together as an effective team.
- Reading stories which help the children understand that we must respect everybody even if they are different from ourselves.
- Learning to respect and care for our world through recycling (making a recycling centre).
- Learning about the different Patron Saints e.g. St George (Castles and Knights topic).
- Observing the two minutes silence for Remembrance Day.
- Anti-bullying week activities.
- Learning to work as a team for the Nativity shows and also the class assemblies.

- **Tolerance of those of Different Faiths**

- We follow a community programme in PHSE time (in addition to our PHSE work programme).
- The children have a weekly Chinese lesson and learn the language and songs as well as about the culture. We also celebrate Chinese New Year in school.
- We take part in various Comenius projects involving many different countries.
- Looking at the similarities and differences between a British and an African farm (virtual tour during harvest topic).
- The children listen to, discuss and sequence pictures for the Easter story and the Nativity story.
- The children learn about “who is our neighbour” and how we should treat them.
- The children learn about the “special places” in the community.

## Appendix 2

Year Group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	Autumn Harvest Aliens My Relationships and me.	Space Superheroes Christmas Valuing Difference.	Winter Castles Travel and Transport Keeping Safe	Traditional Tales Healthy Bodies Easter Rights and Responsibilities	Spring Recycling Toys Being My Best	Animals Under the Sea Pirates Growing and Changing
Y1	All about Me My Relationships and me. The creation.	Valuing Difference Jesus The UK	Keeping Safe Judaism	Best of British Easter Explorers and Journeys	The family Magical gardens Being My Best	Community. Amazing Animals. Growing and Changing
Y2	We could be Heroes Christianity Me and My Relationships	Wonders of the World. Symbols Valuing Difference.	Trash to Treasure Hinduism Keeping Safe	Victorian Blackpool. Rights and Responsibilities Easter	Castaway Christianity Being My Best	Places of worship Growing and Changing
Y3	Rock Detectives Me and My Relationships Good Leaders	Changing World Sacred Books Valuing Difference	Forces Sikhism Keeping Safe	Gardens Easter Rights and Responsibilities	Light and Shadows Christianity Being My Best	Amazing Bodies Judaism Growing and Changing
Y4	Healthy Living and Growing Anglo Saxons My Relationships and Me Worship	Rivers Christianity Valuing Difference	Light Festivals Magnets and Forces Keeping Safe	Sacrifice Tudors Rights and Responsibilities	Our Changing World Hinduism Being My Best	Food Religious Duty Growing and Changing
Y5	Ancient Egypt Religious Law My Relationships and Me	Forces Sacred Books Valuing Difference	Earth and Space Judaism Keeping Safe	World War Two Christianity Rights and Responsibilities	Fair Trade Buddhism Being My Best	Growing and Changing Recycling How should we live our lives?
Y6	Light up Blackpool My Relationships and Me Sacred Journeys	History of Blackpool Hot and Cold Valuing Difference Forgiveness	One World, One Family Keeping Safe Islam	Living in America Rights and Responsibilities Christianity	Being My Best Go Greek Hinduism	A Taste of Greece Growing and Changing