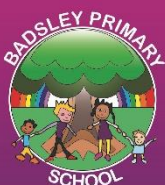


British Values Policy

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|  <p>RIGHTS RESPECTING SCHOOLS</p> <hr/>  <p>unicef UNITED KINGDOM</p> <p>SILVER – RIGHTS AWARE</p> | <p>Article(s) Article 12 – Right to a voice Article 28 – Right to an education Article 29 – Goals of education Article 31 – Leisure, play and culture</p> |
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Growing Together; Aiming High

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| Policy written by: | Philippa Benton |
| Policy written on: | 11/9/2023 |
| Policy to be reviewed on: | 11/9/2024 |

British Values and Protected Characteristics Policy

Our School Aims

- Provide the best possible education for the children of Badsley Primary in a safe and secure environment where pupils love to learn;
- Ensure all pupils feel happy, confident and valued as a member of our school family;
- To foster respect for self and others, enabling pupils to become good citizens in their own community and in a national and global context
- Celebrate the diversity of our community and recognise the important role that parents play as partners in their child's learning;
- Enable all pupils to develop socially and emotionally and take pride in their learning and their school community;
- Work together to support children so that they can contribute to and direct their own learning;
- Ensure each pupil achieves the highest standards possible through the richness and variety of learning we provide so that they are appropriately challenged, make at least good progress and achieve their full potential;
- To provide a curriculum designed to ensure that the key learning skills our children acquire provide a firm foundation for lifelong learning.

We are also proud to develop **all** pupil's understanding of British Values.

Badsley Values

Our core values of responsibility, courage, pride, aspiration, resilience, respect and honesty are central to our relationships and learning. In partnership with parents, carers and the wider community, we will promote and sustain these values in our school to enable our children to become successful learners and citizens ready to meet the challenges of an ever-changing world. Our core school values support the understanding and promotion of British Values. We actively promote fundamental British values to enable our pupils to develop a sense of community, respect and understand their responsibilities and role within our ever-changing society.

Equality

We pride ourselves on being a welcoming and inclusive school. For us, equality means that everyone is able to participate and feel welcome and safe in the activities of our school. This includes pupils, parents & carers, staff and visitors. Everyone should be able to achieve the best possible outcomes as a result of their participation. We believe that equality should

permeate all aspects of school life and is the responsibility of all members of the school and community.

Diversity

At our school, diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated. We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.

What are the key British Values?

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

How do we promote **democracy** at Badsley?

Badsley Primary is currently working with the UNICEF Rights Respecting School programme. Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter.

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. Council members from each year group are voted in by their class. Children have their voices heard across school, through the use of school councillors, mini-police officers, writing ambassadors in addition to our school subject leaders conducting pupil voice surveys on regular occasions throughout the year. Pupil voice is actively listened to and acted upon and this is vitally important to us as a school and children play a crucial role in terms of shaping our broad and balanced curriculum.

How do we promote **the Rule of Law** at Badsley?

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 instances of unfavourable 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 and Fire Service help reinforce this message. Our school plays an active role in the *Mini-Police* programme and children are offered the opportunity to work with South Yorkshire Police to support our understanding of the rule of law and explore the value in the Rule of Law. Our PSHE scheme, Jigsaw, plays a key role in exploring safety and the Rule of Law in our society.

How do we promote **Individual Liberty** at Badsley?

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 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 learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Our school is a trauma-informed school, which also supports all staff members to support children in their Individual Liberty, with their self-esteem and their resilience.

How do we promote **Mutual Respect** at Badsley?

Badsley Primary is situated in an area which is greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforces this through modules such as 'Celebrating Differences'. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths. We also follow My Happy Mind in school, which is a positive mental health programme aiming to support children in identifying both their own strengths and the strengths of others, in addition to supporting children with how we can celebrate and appreciate differences.

At Badsley Primary we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views and we will support children with discussing any of their fears, concerns and views



Protected Characteristics

It is illegal to discriminate against someone based upon one of the protected characteristics and we will ensure that children understand this. We will actively challenge discrimination in any form. Through our teaching of Picture News, children learn about the protected characteristics and how they link to real-life events. Protected characteristics are taught throughout our curriculum, not just in PSHE lessons and Picture News lessons. For example, equality and diversity is a key driver throughout all of our curriculum areas.

The 9 Protected Characteristics are actively promoted in school through:

- Our school mission statement
- Our school core values
- Our school behaviour policy and curriculum
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies linked to British Values & the protected characteristics
- Discussion within curriculum subjects, taking a cross-curricular approach to the Equality Act and discretely through the use of Picture News
- Promoting articulation by building appropriate language and a coherent vocabulary in all aspects of the curriculum
- Personal, Social, Health and Economic education (PSHE) sessions (see the mapping document below)
- Religious Education (RE) lessons, RSE lessons and Protected Characteristic talks
- Sporting, Art and Cultural Events
- Pupil Voice, including SMART school council
- Educational visits
- Real-life learning outside the classroom
- Guest speakers
- Extra-curricular activities, after-school clubs, charity work and work within the local community with workshops available in the hub.

| Protected characteristics | What this refers to | Links to Jigsaw 3-11 |
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| Age | Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year-olds). | Celebrating Difference Age 8-9 Piece 1: Judging by Appearance Age 8-9 Piece 2: Understanding Influences Age 10-11 Piece 2: Understanding Difference Ages 10-11 Piece 3: Power Struggles |
| Gender reassignment | The process of transitioning from one gender to another. | Celebrating Difference Age 6-7 Piece 5: Gender Diversity NB: there is no direct reference to transgender or the concept of transitioning in this lesson. Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself. |
| Being married or in a civil partnership | Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act). | Celebrating Difference Ages 7-8 Piece 1: Families Age 10-11 Piece 2: Understanding Difference Relationships Age 5-6 Piece 1: Families Ages 6-7 Piece 1: Families |

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| Being pregnant or on maternity leave | Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. | Celebrating Difference Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families Age 10-11 Piece 2: Understanding Difference |
| Disability | A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. | Celebrating Difference Ages 10-11 Piece 5: Celebrating difference Age 6-7 Piece 4: Standing up for Myself and others Age 8-9 Piece 1: Judging by Appearances Age 8-9 Piece 6: Celebrating Differences: How We Look Age 10-11 Piece 2: Understanding Difference |
| Race including colour, nationality, ethnic or national origin | Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. | Celebrating Difference Ages 9-10 Piece 1: Different Cultures Ages 9-10 Piece 2: Racism Age 7-8 Piece : Families Age 10-11 Piece 2: Understanding Difference |
| Religion, belief or lack of religion/belief | Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. | Celebrating Difference Ages 9-10 Piece 1: Different Cultures Age 10-11 Piece 2: Understanding Difference |
| Sex | A man or a woman. | Celebrating Difference Ages 6-7 Pieces 1&2: Boys and Girls Age 8-9 Piece 1: Judging by Appearances Age 10-11 Piece 2: Understanding Difference Changing Me Age 7-8 Piece 5: Family Stereotypes |
| Sexual orientation | Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. | Celebrating Difference Age 6-7 Piece 4: Standing up for Myself and others Age 7-8 Piece 1: Families Age 9-10 Piece 3: Rumours and Name Calling Age 9-10 Piece 4: Types of Bullying Age 10 - 11 Piece 2: Understanding Difference Relationships Age 8- 9 Piece 5: Girlfriends and Boyfriends Changing Me Ages 10-11 Piece 4: Boyfriends and girlfriends |