

Deepdale Community Primary School British Values

Deepdale Community Primary School is committed to serving its community and surrounding area. The United Kingdom is multi-cultural and multi-faith. We are central to promoting British Values to celebrate this.

This is how we teach the **Fundamental British Values** in our school:

Democracy

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

To our pupils this means: We have a say in what happens in our school and make decisions together.

- ✓ **KS1 and KS2:** Links are seen within assemblies on democracy (Picture News). For example during regional and national voting and government updates on the National Pandemic.
- ✓ **KS2:** The Pupil Parliament elections take place at the beginning of each academic year.
- ✓ **Year 6:** Pupils and staff vote to elect our Head boy, Head Girl and prefects.
- ✓ **Whole school:** Pupil's voice through subject specific pupil interviews
- ✓ **Whole school:** An annual anti-bullying questionnaire with which they are able to put forward their views about behaviour in the school.
- ✓ **Whole school:** The Eco-Committee elections take place each year.
- ✓ **Whole school:** At the beginning of each school year, pupils discuss the importance of rules and why we have them.
- ✓ **Whole school:** Children are involved in choosing which articles of the UN Convention for the Rights of the Child will become the focuses of their class charter.
- ✓ **Whole school:** Each class has monitors to fulfil tasks, these children fulfilling these roles are changed regularly to ensure equal opportunities for all.
- ✓ **Whole school:** Children are encouraged to regularly hold balanced arguments, issues/dilemmas and debates across the school e.g. Should animals be hunted? Was Goldilocks in the wrong? Should animals be kept in cages? Persuasive writing.

Rule of Law

An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

To our pupils this means: We understand how laws are made in Parliament and how they link to our school rules.

- ✓ **FS2:** PSHE: Road safety
- ✓ **EYFS & KS1:** Personal History, Learning about the monarchy and rule makers in History.
- ✓ **Year 2:** PSHE: Fire Safety Talk
- ✓ **Year 2:** PSHE unit – What helps us to stay safe?
- ✓ **Year 3:** History: Ancient Egypt Laws
- ✓ **Year 4:** History: Roman Laws
- ✓ **Year 4:** History: Impact of the industrial revolution on children
- ✓ **Year 4/5:** Swimming safety talk
- ✓ **Year 5:** History - Ancient Greece Laws
- ✓ **Year 5:** PSHE unit – How can drugs common to everyday life affect health?
- ✓ **Year 6:** Rules of SAT's
- ✓ **Year 6:** PSHE unit – How can the media influence people?
- ✓ **Year 6:** Development of English law in History within history lessons, laws have been discussed and how they have changed in England over time.
- ✓ **KS2:** School Parliament.
- ✓ **Whole school:** Visits from authorities such as the Police and Fire Service who reinforce this message. Visits from Emergency Services – Fire and Rescue team, visits from PCSO – incidents in local community.
- ✓ **Whole school:** Road safety
- ✓ **Whole school:** Class behaviour charts
- ✓ **Whole school:** Class Charter linked to the UN Convention for the Rights of the Child
- ✓ **Whole school:** Team games in P.E.
- ✓ **Whole school:** Intra/Inter-school sports competitions
- ✓ **Whole school:** Online safety
- ✓ **Whole school:** Reward Systems / Privilege Playtime
- ✓ **Whole school:** Playtime Rules and buddies
- ✓ **Whole school:** Sports day
- ✓ **Whole school:** Through our PSHE curriculum, children are taught about emotional well-being and how their individual choices can affect those around them. By encouraging children to take responsibility for their own choices, we are promoting the ownership of behaviour and adherence to the rule of law in wider society.
- ✓ **Whole school:** The pastoral team use Restorative Justice Methods.

Individual Liberty

Individual Liberty – suggests the free exercise of rights generally seen as outside Government control

To our pupils this means: We can make some of our own choices in school.

- ✓ **FS2:** PSHE unit- How can I keep myself healthy?
- ✓ **KS1/KS2:** They also take on roles and responsibilities, such as Playground Buddies.
- ✓ **Year 1:** Road safety
- ✓ **Year 2:** PSHE: Fire Safety Talk
- ✓ **Year 4:** PSHE unit – How can our choices make a difference to others and the environment?
- ✓ **Year 6:** children apply for roles that help to make the school function well and so freely choose the way they will contribute to our community - Head Boy/Head Girl and prefects
- ✓ **Year 6:** Study of Malala – Freedom of choice, Right to an education
- ✓ **Whole school:** Children are involved in choosing which articles of the UN Convention for the Rights of the Child will become the focuses of their class charter.
- ✓ **Whole school:** Through PSHE and regular assemblies pupils are taught how to make safe choices.
- ✓ Children are taught about their rights, and respect for the rights of others in our PSHE curriculum and also through assemblies.
- ✓ **Whole school:** Within the canteen children are encouraged to make 'healthy' food choices through our salad bar.
- ✓ **Whole school:** Children have free opportunity to our school library and are encouraged to choose books on their individual interests.
- ✓ **Whole school:** Children's achievements are celebrated in assemblies to instil in them a sense of worth and create ambitious pupils who believe in themselves and their self-worth.
- ✓ **Whole school:** Children have the opportunity to choose which extra-curricular activities they would like to partake in. For example: Eco-club, sports clubs etc

Mutual Respect

Understand how our behaviour may have consequences that affects others in our school.

To our pupils this means: treat others as you want to be treated.

- ✓ **Year 2:** PSHE unit – What is Bullying?
- ✓ **Year 2:** Schools linking project to promote and celebrate cultural diversity, tolerance and mutual respect through arts and sports.
- ✓ **Year 3:** PSHE unit – What are families like?
- ✓ **Year 4:** PSHE unit – How do we treat each other with respect?
- ✓ **Year 4:** Schools linking project to promote and celebrate cultural diversity, tolerance and mutual respect through arts and sports.
- ✓ **Year 6:** Heartstone Odyssey project
- ✓ **Whole school:** The charity work that our children participate in is extremely valuable in helping them to develop a respect for others whilst also supporting the development of their role as active citizens in the wider society. For example, the pupils raised funds for Children in Need, NSPCC, RBL and The Captain Tom Foundation.
- ✓ **Whole school:** Children are encouraged to be proud of each other through celebrating and recommending the Pride of Deepdale Award, Golden assembly and Reading Owls.
- **Whole school:** Some pupils carry out the role of 'Playground Buddy' at lunchtimes where they help to organise activities with other pupils in order to enable them to have enjoyable lunchtimes. This fosters a mutual respect between all parties across a range of ages. Monitors and Prefects carry out their duties in a respectful manner.
- ✓ **Whole school:** Through our positive Behaviour Policy, which encourages tolerance and mutual respect, pupils learn that their behaviours have an effect on their own rights and those of others.
- ✓ **Whole school:** Assemblies uphold traditional values of empathy, respect and tolerance.
- ✓ **Whole school:** PE Curriculum and engagement in competitive sports help to promote sportsmanship and fair play.
- ✓ **Whole school:** Class Charter developed to encourage children to respect each other's rights.
- ✓ **Whole school:** Anti-bullying week and Online Safety week includes the messages and rules around anti-bullying, cyber bullying and on-line safety rules to help children remain safe and promote mutual respect.

Tolerance of those of different faiths and beliefs

To our pupils this means: we enjoy learning about different cultures and faiths from around the world.

- ✓ **FS1:** R.E. units – Sikhism, Judaism, Christianity and Hinduism
- ✓ **FS2:** PSHE unit – What family events do I enjoy?
- ✓ **FS2:** R.E. unit – Christianity, Islam and Hinduism
- ✓ **Year 1:** R.E. unit - Christianity, Islam, Judaism and Hinduism
- ✓ **Year 1:** PSHE unit – What is the same and different about us?
- ✓ **Year 2:** R.E unit - Christianity, Islam, Judaism and Hinduism
- ✓ **Year 2:** Visit St Michaels school
- ✓ **Year 2:** Visit to Mandir
- ✓ **Year 2:** Visit to a Church
- ✓ **Year 3:** RE unit - Islam, Christianity, Sikhism and Hinduism
- ✓ **Year 3:** Visit a Mosque
- ✓ **Year 3:** PSHE unit – What makes a community?
- ✓ **Year 4:** RE unit - Islam, Christianity, Sikhism and Hinduism
- ✓ **Year 4:** Visit to Gurdwara
- ✓ **Year 4:** Visit from speaker about Divali
- ✓ **Year 5:** RE unit - Islam, Christianity, Hinduism and Judaism
- ✓ **Year 6:** RE unit – Hinduism, Christianity, Islam and Buddhism
- ✓ **Whole school:** Christmas concerts
- ✓ **Whole school:** Religious Celebrations-Eid, Divali, Christmas and Easter are recognised as part of the curriculum.
- ✓ **Whole school:** Children participate in daily themed assemblies which cover a broad range of faiths and cultures.
- ✓ **Whole school:** A wide range of books supporting diversity in our school library and classrooms including bilingual texts.
- ✓ **Whole school:** Celebration of worldwide sporting events.
- ✓ **Whole school:** Celebration of Royal events
- ✓ **Whole school:** Our Equalities Policy ensures that people of all religious beliefs, genders, ethnicities, abilities or any other differences are offered the same opportunities to thrive at our school.