

# British Values at the Brook Special Primary School



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## **British values at The Brook Special Primary School**

The DfE have reinforced the 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.” At the Brook Special School we recognise the multi-cultural, multi-faith and ever changing nature of the UK. We promote British Values through our spiritual, moral, social and cultural education offering many broad and balanced opportunities for development throughout the curriculum.

All school staff demonstrate and promote such values and attitudes, providing positive role models for the children. British Values has been identified as five key elements and how they are reinforced daily through our curriculum and ethos is outlined below

### **Democracy**

We give our children every opportunity to have their voices heard within sessions, through an elected school council and through the use of communication devices. Children are given real and meaningful choices throughout their school week and their opinions are respected. Parents are also consulted as to their views about the school and its impact on their children as they often act as advocates for their child/children.

- We help our children to develop their *Understanding of the World* by being made aware of others and being sensitive to differences
- *Personal Social and Emotional Development* is crucial in helping our pupils to build relationships; listen to others; initiate play and conversations; resolve conflicts; play co-operatively and take turns; enjoy the responsibility of carrying out small tasks; share; begin to solve problems and negotiate; work as part of a group; understand and follow rules, and participate in School Council decisions
- *Communication and Language* is one of the bedrocks of our curriculum and through it, our children are supported to listen to others and respond to what they hear and to understand others' body language
- *Physical Development* promotes positive participation in team games and promotes negotiation with others.

### **Tolerance of Those of Different Faiths and Beliefs**

The Brook Special Primary School is a diverse school whose demographics reflect the community in which the school is situated. We actively promote diversity through our celebrations of different faiths and cultures. RE, assemblies and PSHE reinforce messages of tolerance and respect for others.

Celebrations take place (Eid / Christmas parties) where children of all faiths participate and enjoy themselves together.

Through circle time, assemblies and general day to day teaching, we discuss differences between people, such as differences of disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

- Through our *Understanding the World/Humanities* curriculum pupils join in with family customs and routines; they know about similarities and difference between themselves

and others and among families, communities and traditions; they are helped to show awareness of, and interest in, different ways of life, culture and religions.

## **Mutual Respect**

Mutual respect is at the heart of our values. Being part of an inclusive campus with a mainstream primary school, our children are able to form relationships with children and adults whom they might not ordinarily come in contact with. Global citizenship is celebrated through the Erasmus, Connecting Classrooms and International Schools project where our children work harmoniously alongside children from at least six local and international schools to explore global issues and develop an understanding and respect of other cultures, and customs.

Regular charity events help our children learn that they can make a difference to other people (rather than being always recipients of charity) through their actions.

Big community events where all cultures and faiths come together in harmony are a feature of the school and inclusive learning campus

- Through the *Understanding the World* curriculum our pupils begin to have their own friends; develop an awareness of others; are sensitive to differences; show care and concern for living things and for their environment
- Through *Expressive Art and Design* pupils work alongside and co-operatively with others; they represent their own ideas, thoughts and feelings through creative activities. They learn to appreciate others' creative ideas.
- Through *Communication and Language* our pupils learn to listen to others; wait their turn in conversations and allow others to make choices
- Through *Personal Social and Emotional Development* pupils enjoy the company of others and learn to interact appropriately; they show affection and form special friendships/relationships; they develop a greater awareness of their own and others' feelings; they take turns and develop an understanding that their own actions affect other people.

## **Individual Liberty**

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. Opportunities for children to take on more responsibility by being ambassadors is encouraged to develop their independence.

- Through *Understanding the World* they begin to choose and have their own friends with decreasing adult support
- Through *Expressive Art and Design* they have favourite songs; develop preferences; express their feelings and ideas and make their own choices
- Through their *Communication and Language* they communicate their needs and feelings and make requests

- Through *Personal Social and Emotional Development* they begin to develop their sense of self as an individual; they express their own feelings, preferences and interests more readily; they learn to say 'no'; they request help and develop confidence to try new activities.

## **Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced. Each class sets its own specific rules that are appropriate to the cognition of their pupils but are within the British Values framework. These rules form the base of our behaviour policy. Our Anti bullying week focuses on issues and the impact of bullying and visits from authorities such as the Police and Fire Service help reinforce this message.

- Through *Communication and Language* they follow directions
- Through *Personal Social and Emotional Development* pupils become aware of boundaries and of behavioural expectations; they co-operate with routines and can adapt behaviour to different events, changes in routine and social situation; they develop strategies for self-regulation.

**At The Brook Special Primary School we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Any incidents of prejudicial or discriminatory behaviour is acted upon and recorded.**

Democracy

The Rule of Law



### Individual Liberty

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, SRE and PSHE (SEAL) 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.

Opportunities for children to take on more responsibility around the school is encouraged. The older children in the Broadwater Brigade have clear roles and responsibilities such as supporting in the library, office, PA roles etc.

Our INCREDIBLE learning powers help children develop their own sense of worth and believe themselves to be the best they can be.

### Mutual Respect

Mutual respect is at the heart of our values. Being part of an inclusive campus with an extensive integration programme, our children understand about respecting and caring for those less fortunate than themselves.

Global citizenship is celebrated through the Freedom project where six local and international schools work together to promote harmonious relationships.

Regular charity events help children care about people going through trauma and hardship.

Big community events where all cultures and faiths come together in harmony are a feature of the school.

### Tolerance of those of Different Faiths and Beliefs

The Willow Primary School is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. RE, assemblies and PSHE reinforce messages of tolerance and respect for others. Members of the community are invited to assemblies to talk about their faith. Year group visit a place of religious worship once a year.

Celebrations take place (Eid / Christmas parties) where children of all faiths participate and enjoy themselves together.

Through circle time, assemblies and general day to day teaching, we will discuss differences between people, such as differences of disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

Through the above, our pupils gain a clear understanding of their place in a culturally diverse society.

At The Willow we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Any incidents of prejudicial or discriminatory behaviour is acted upon and recorded.