



Alexandra
Primary School

Aspire, Perform, Succeed

British Values at Alexandra Primary School



At Alexandra, we think it very important to develop a strong set of values and principles, and that children are able to question and understand what it means to grow up in British society. Through a rich, engaging and challenging curriculum, and through a focus on key events in British History we invite pupils to reflect upon their role in a diverse, multicultural and multi faith society.

Alexandra Primary School has identified through discussion with children, staff, parents and Governors, 12 values that support our School Aims and we feel that two British values in particular stand out as being key to develop with the school community:

Respect, treating others as you would like to be treated with **Compassion** as part of respect, focussing on what we have in common with each other and not differences.

We set **British Values** in the context of **Respect** for each other and our community, having **compassion** for all.

We aim to equip children with a mature, respectful and sensitive appreciation for difference and diversity. In discussing what it means to be British, children engage critically with stereotypes and prejudices and develop an understanding of how we can celebrate our heritage and home cultures whilst also embracing the ties that bind us together.

Achievement, attainment and the progress children make whilst they attend Alexandra Primary School will always be important. School has always focused on the whole child and we believe that our values reflect and support this.

We promote democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Democracy:

The children have the opportunity to have their voices heard through our School Council and Pupil Questionnaires. School Council consists of two members from each class from year 1-6 who stand and are voted for by their classmates. They meet every few weeks to discuss a range of issues. These issues include: social and moral elements of school life, such as creating codes of conduct for playtimes, charity fundraising, responding to a world crisis and modelling positive behaviour to their peers. The areas for discussion are then fed back to the rest of the class when all children share their views and thoughts. Where decisions need to be made, each class member has a vote to ensure their opinion is heard. Children have the opportunity to visit Parliament and our local MP has visited the school to discuss democracy and her job as a Member of Parliament. Children have also visited the local council chamber and heard from local councillors about their roles and responsibilities.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, in PSHE and circle time, as well as when dealing with behaviour and through school assemblies. Children 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; Fire Service etc. are regular parts of our calendar and help reinforce this message. Class charters are agreed at the start of the year by the children and the class teacher and we have developed a behaviour code that reinforces making good choices. Elements of the History curriculum also enable children to explore the roles of law and authority in the past.

Individual Liberty:

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Children are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE and Rights Respecting lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

We encourage our children to make choices, knowing that they are in a safe and supportive environment to enable them to do this. Through our PSHE lessons we discuss different choices they may make and the consequences of those choices. Children are continually encouraged to make the right choices by all adults working in school and this theme is revisited through class assemblies and circle times. The importance of making safe choices when using the Internet is explored regularly through the Computing curriculum and shared with the whole school and stakeholders regularly. Some children will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as: Comic / Sports Relief and Children in Need or similar. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

Our school ethos revolves around mutual respect. This is an inclusive school where everyone is valued and has a contribution to make. Children learn that their behaviour has an impact on others and also of the importance of working together. This is part of the PSHE curriculum, part of discussions in class and during assemblies. This is also demonstrated through the Rights Respecting agenda and forms the basis of the posters around the school promoting respect for others through our school and playground charters, as well as through the school behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

Different faiths and beliefs are explored and celebrated through assemblies, Religious Education lessons and a variety of visits and visitors to school. This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Children are encouraged to share their experiences and traditions.

The school curriculum

Through a rich and challenging humanities curriculum, and through a focus on key events in British History, we invite children to reflect upon their role in a diverse, multicultural and multi faith society. Our geography curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change.

Our school is enriched by the faith of our school community, and we teach an inclusive and all-embracing Religious Education curriculum that teaches pupils about the beliefs and practices of all major religious groups, and indeed the shared values that religion can promote in synchrony with core British values. As a school that serves a richly diverse community, we take our responsibility to promote community cohesion, generate a respect for difference and individual rights seriously. Our challenging curriculum enables pupils to recognise the valuable role that they play as emerging citizens in British society.

We promote British Values through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the whole child.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our children.

Our Assemblies help all pupils to find out about themselves and others, linking their lives to the communities in which they belong. The themes cover areas such as: values, friendships, helping others and celebrations from a range of faiths and world events.

Children are encouraged to experience British Culture through our curriculum themes. For example, children visit many local places. As a school, we take part in sporting activities which helps to instil fair play and engender a team spirit.

Although some of our children may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a child, our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children. The staff work closely with parents, carers and other professionals to ensure that the children are happy, well cared for enabling them to learn the skills they need to live safe and fulfilling lives as responsible citizens who can make a positive contribution to their community.

Our School Council

We have a school council which is elected each year and contributes to the decision making processes in school. We have a display board in school so all staff and pupils know who our school council members are and the issues we will be addressing.

School Council discusses topics such as,

- Anti-Bullying
- E-safety
- appropriate interactions
- creating pupil friendly policies.

Our Rights Respecting Pupil Steering Group

We have a pupil and staff steering group for Rights Respecting which consists of pupils and members of staff from across the school. We have a display board in school and we are currently a Gold accredited: Rights Respecting school. The steering group help promote and demonstrate the UNCRC within the school curriculum and the school community.

Spiritual, Moral, Social and Cultural (SMSC) at Alexandra Primary School

The School has a strong commitment to the personal and social development of all children. In our school SMSC development is seen in every activity across the school:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of others talents
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes / dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum. This integrated approach ensures that aspects of SMSC is considered in all subject areas. The senior leadership team audits SMSC and Governors monitor it across school.

Beyond the Curriculum

We are committed to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school over the year
- Assemblies give pupils an opportunity to explore aspects of SMSC
- We are part of the UNICEF Right Respecting agenda. More information on this can be found on www.unicef.org.uk/rights-respecting-schools/

Impact of what we do:

In order to reflect further on the impact of all our work on SMSC:

- We engage governors, families and community
- Hear feedback through pupil voice
- Observe staff and pupil interactions
- Support social interactions and behaviour
- Complete learning walks reflecting on resources and practices.
- Audit SMSC through a range of activities