

## Promoting & Teaching British Values at St Joseph's In The Park School

The Government has asked all schools to teach Fundamental British Values. These are described as: Democracy, the Rule of Law, individual Liberty and mutual Respect and Tolerance. At St Joseph's In The Park School these important aspects of learning are threaded through our curriculum, delivered through the teaching of PSHE, through our assembly programme and embedded within our school community and the activities and culture of the school. They are essential in developing appropriate learning behaviours and are achieved in the following ways:

British Values		Examples of how these are developed in the school and wider curriculum
<b>Democracy</b>	<p><b><i>How do we help pupils understand how citizens influence decision-making through the democratic process?</i></b></p> <ul style="list-style-type: none"> <li>• <i>To understand and respect the democratic process</i></li> <li>• <i>To understand how they can influence decision making through a democratic process</i></li> <li>• <i>To understand how to argue and defend a point of view</i></li> <li>• <i>To understand the importance of team work</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children in all year groups work in their PSHE lessons to understand the democratic process and elect a class representative for the school council which meets regularly. The role of the council is discussed and what influence it can have on the decision making in the school. Children are introduced to the idea of lobbying their representative through a suggestion box.</li> <li>• Year 6 pupils take part in a yearly Opportunities week. As part of the activities, they visit the Houses of Parliament and have the opportunity to meet an MEP. Follow up work is conducted following the visit.</li> <li>• Junior pupils will be undertaking a well being assessment. Mental Health and wellbeing play a key role in modern day British society.</li> <li>• In their vertical age-group Houses, pupils decide which charity organisations they will support throughout the year. Pupils are appointed to the Head of House position and work with the House staff to conduct this fundraising aspect of school life</li> <li>• In each year group, circle time and similar strategies are used to discuss issues. They enable a democratic voice and resolve problems.</li> </ul>
<b>The Rule of Law</b>	<p><b><i>How do we help our pupils develop an understanding of the rule of law?</i></b></p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Ability to recognise the difference between right &amp; wrong and apply this to their own lives</i></li> <li>• <i>Ability to accept responsibility for their behaviour</i></li> <li>• <i>To understand the consequences of their behaviour and actions</i></li> <li>• <i>Ability to resolve conflicts effectively</i></li> <li>• <i>Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</i></li> <li>• <i>To understand that living under the rule of law protects them and is essential for their well-being and safety</i></li> </ul> <p><b><i>How do we help pupils understand the separation of power between the executive and judiciary?</i></b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Pupils in Year 5 have a visit from the Legal Eagles (team of local magistrates) to discuss the nature of British law, how the law courts work, the type of work that the courts undertake on societies part and how they can contribute to the laws and their enforcement in this country.</li> <li>• Each class is encouraged to create their own set of class rules at the start of the school year; there is also the <i>School Code of Conduct</i> displayed in every classroom.</li> <li>• Representatives from the Police community support team speak to the children in assembly.</li> <li>• For the older pupils, this is linked to the Legal Eagles Magistrates in the Community visit.</li> <li>• The whole of the Trinity term in Year 6 RE is linked to Justice, understanding others and the value of all humans (see scheme of work) examples focus on Apartheid and Nelson Mandela; street children in India and Human Rights.</li> </ul>
<p><b>Individual liberty</b></p>	<p><b><i>How do we promote an understanding of the importance of identifying and combatting discrimination?</i></b></p> <ul style="list-style-type: none"> <li>• To understand rights &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• 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 informed choices, through a safe environment and an 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 eSafety and PSHE lessons. Through our Learning habit “Good Judgement” Approach to behaviour management, pupils are encourage to consider how the choices they make impact on others.</li> <li>• In MFL, we discuss stereotypes and the importance to learn other languages to understand people better. Understanding a linguistic system plays a great part in understanding another</li> </ul>

		cultural system. We start the year emphasising how stereotypes can lead to racism and discrimination and that every country and culture has a different way to look at the world.
<b>Mutual Respect</b>	<p><b><i>How to we promote an understanding that the freedom to hold other faiths and beliefs is protected in law?</i></b></p> <ul style="list-style-type: none"> <li><i>Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</i></li> <li><i>Reflective about their own experiences</i></li> <li><i>Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</i></li> <li><i>Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds</i></li> </ul>	<ul style="list-style-type: none"> <li>As a Rights Respecting School, mutual respect is at the heart of our values. Children learn that their behaviours influence their own rights and those of others. All members of the school community treat each other with respect.</li> <li>There is a curriculum link with History through the Tudors, namely how modern society differs from the problems of faith during the Tudor period. Through the RS curriculum, different faiths are taught with appropriate respect.</li> <li>Year 6 trip to France.</li> <li>Visits to church at the start of each new term as well as other places of worship throughout the school year and thus linking being British to the following of other faiths.</li> </ul>
<b>Tolerance of those with different Faiths and Beliefs</b>	<ul style="list-style-type: none"> <li><i>Participate in a variety of communities and social settings, cooperating well with others</i></li> <li><i>Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</i></li> <li><i>Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</i></li> </ul> <p><b><i>How do we promote tolerance of different faiths and beliefs (or having none), and those who hold them?</i></b></p>	<ul style="list-style-type: none"> <li>St Joseph's In The Park is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths</li> <li>The school has a strong relationship with the Church of St Mary's Hertingfordbury where the children attend throughout the year for assemblies and services at Christmas, Easter, Harvest time and Year Six leavers.</li> <li>We actively promote diversity through our celebrations of different faiths and cultures and visits to other areas which have greater diversity - for example the Bedford Faith Tour. During</li> </ul>

		<p>this visit children explore places of worship that are important to different faiths.</p> <ul style="list-style-type: none"><li>• Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school.</li></ul>
--	--	--

At St Joseph's In The Park we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views such as right/left wing extremism, Muslim/Christian extremism etc. This is identified in the School's Child Protection policy where radicalisation is defined.

September 2019