



Uplands Junior School

Promoting British Values at Uplands



Uplands Junior School

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

Uplands Junior School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Uplands Junior School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- • **Democracy**
- • **The rule of law**
- • **Individual liberty**
- • **Mutual respect**
- • **Tolerance of those of different faiths and beliefs**

Our school uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Uplands Junior School seeks to instill and promote British Values.



Uplands Junior School

Democracy

- ❖ School Council Elections
- ❖ Rights Respecting ambassador election
- ❖ Pupils vote for their half termly Golden time activity in each class
- ❖ Children decide on class charter/rules at the start of each academic year
- ❖ Pupils vote on some decisions around school e.g. trim trail design, maths memory books
- ❖ Pupils have regular "Pupil voice" which helps to shape both the curriculum and their school
- ❖ Year 6 PSHE unit on "Democracy"
- ❖ British values features as part of the termly assembly rota
- ❖ Debate is used as a teaching tool across year groups and in different subjects
- ❖ Year 4 children make decisions around which charity to support following their sale
- ❖ Subject leaders use pupil voice as a way of improving key aspects
- ❖ Democracy is taught as part of the assembly rota during an election (general or local)
- ❖ Annual pupil questionnaire allows pupils voices to be heard
- ❖ Annual parent questionnaire
- ❖ Equal opportunities policy is in place, shared and regularly reviewed
- ❖ Pupils hear different viewpoints in class through debates allowing them to form their own opinions
- ❖ Picture News is used weekly across school including debate on world issues
- ❖ The Governing body and staff reflect the community of the school
- ❖ Pupils are regularly spoken to for their views on school life

- ❖ Useful websites: <http://www.parliament.uk/education/teaching-resources-lesson-plans/>
- ❖ Espresso News Bites <http://www.bbc.co.uk/newsround>

Rule of Law

- ❖ School behaviour policy with clear sanctions and rewards
- ❖ Home/ school agreements in place
- ❖ Class charters on rules created by pupils and staff together
- ❖ "Respect For All" ethos embedded throughout the school with frequent reminders and constant reinforcement
- ❖ Anti-bullying week activities
- ❖ Safer Internet day activities

- ❖ Clear rules taught for online behaviours

Individual liberty

- ❖ In PSHE children are taught about personal responsibility, choices, ambition and aspiration
- ❖ Children encouraged to take opportunities to follow their interests in art, music, sport etc
- ❖ Personal interests are recognised in the weekly Awards assembly
- ❖ Being Brilliant week promoted individuality and personal interests-show me your talent
- ❖ Being Brilliant promotes positivity, trying new things and having great goals
- ❖ Musical celebrations/showcases in school
- ❖ Whole class instrumental tuition in Year 4
- ❖ Arts week across school
- ❖ Sports week across school
- ❖ Science week including individual personal interest topics
- ❖ Range of before/ after school clubs to suit a variety of interests
- ❖ Children taught to keep themselves safe including on-line (computing, assemblies, outside agencies e.g. NSPCC and PSHE)
- ❖ Assembly "If you'd like to join me in my prayer"
- ❖ "Respect For All" embedded across school
- ❖ Children select how to complete their homework tasks-individual creativity
- ❖ Children all taught the UN Rights of a child as part of a Rights Respecting Schools
- ❖ Awards assembly also rewards out of school individual achievements
- ❖ Pupils have freedom to express their own points of view

Useful websites: <http://www.oxfam.org.uk/education/resources/childrens-rights> <http://www.unicef.org.uk/Education/Resources-Overview/Resources/>

Mutual respect

- ❖ Children learn that their behaviour has an effect on their own rights and those of others
- ❖ Fully inclusive curriculum with no narrowing
- ❖ “Respect For All” ethos throughout school
- ❖ Rights Respecting certificates
- ❖ Differences between people such as faith, ethnicity, disability, gender or sexuality and differences of family situations are discussed through PSHE /RE/Class assembly discussion time
- ❖ Black History Month/Respect for fallen through Remembrance Day
- ❖ Themed days across school e.g. Diwali, St. George-including themed lunchtime food choices
- ❖ Range of leadership roles for pupils within school
- ❖ Charity action: Yr6 Macmillan coffee afternoon for parents, Yr 4 organise a charity sale afternoon as part of PSHE, Children in Need, Comic Relief
- ❖ School assembly cycle celebrates wide range of diversity
- ❖ Our RE curriculum celebrates and teaches about a diverse range of religions to reflect our school community
- ❖ All year groups visit a different place of worship as part of RE
- ❖ Staff role models for “Respect For All”
- ❖ Rights Respecting school

Tolerance of different faiths

- ❖ Visits to and from different faith groups/ places of worship-4 across KS2-church, temple, mosque and gurdwara
- ❖ Annual celebration of Diwali-children wear own traditional clothing
- ❖ Assemblies on Diwali, Vaisakhi, Ramadan etc reflective of our school community
- ❖ Focus weeks to learn about life & cultures of other countries e.g. Olympics, Football World Cup
- ❖ Discussions around prejudice and prejudice based bullying
- ❖ Value the diverse ethnic/religious backgrounds of all our pupils and families and undertake a variety of events and lessons to celebrate these
- ❖ Regular visits from St. Philips church staff
- ❖ “Life” exhibition at St> Philips-every two years
- ❖ Full assembly rota covering a range of faiths, celebrations etc
- ❖ Ramadan-parents visit school to share gifts with whole community
- ❖ Anti-bullying week activities

