



# Heatherside Junior School

## How we help to promote the British Values



The British Values are defined as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and wider curriculum activities and whole school events and opportunities. Here are some examples

Value	How We Promote It
<p><b>Democracy</b></p> <p><b>Links to children's values:</b> Inclusion Teamwork and co-operation Responsibility</p> <p><b>UN CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>• Elections are held for House Captains, Eco-Warriors, Well-being Ambassadors, Reading Champions and Gardening Gang. All positions are elected by children.</li> <li>• Class and School Charters</li> <li>• Children nominating and voting for House charities to support each year.</li> <li>• Children being actively involved in reviewing some policies, including the Anti-Bullying Policy.</li> <li>• Our Values were created by the children, for the children.</li> <li>• Curriculum work including debates and discussions, e.g Ancient Greek democracy, Yr 6 PSHE relationships.</li> <li>• Assembly themes</li> <li>• Whole school homework activities (e.g. logo competitions)</li> <li>• Children vote on 100 square reward treat.</li> <li>• Assembly / visit from local MP</li> </ul>
<p><b>The rule of law</b></p> <p><b>Links to the children's values:</b> Honesty Courage Responsibility</p> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> <li>• The School and Class Charters (based on Rights, Respect, Responsibilities)</li> <li>• School policies on Behaviour, Anti-bullying, Health and Safety, e-Safety,</li> <li>• The PSHE curriculum, especially units on Drugs and Alcohol, Sex Education, and Rules.</li> <li>• Safety rules for the playground and during lessons, e.g. PE and Science.</li> <li>• Safety expectations on school trips, including water safety.</li> <li>• Expectations about uniform, conduct around school etc</li> <li>• Support from visiting speakers and outside agencies, e.g. NSPCC, Police</li> <li>• Curriculum units including 'Justice, law and order' (Year 5) Life in Britain since 1930.</li> <li>• Cycling training in Year 6</li> <li>• Assembly themes</li> <li>• Computing - online safety - age restrictions for websites and apps.</li> </ul>
<p><b>Individual liberty</b></p> <p><b>Links to the children's values:</b> Kindness Courage Independence Developing confidence</p> <p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other</p>	<ul style="list-style-type: none"> <li>• The School and Class Charters (based on Rights, Respect, Responsibilities)</li> <li>• Curriculum units e.g. Britain since 1930 (Evacuees, Jews etc) Journey to JoBurg (Year 5) Challenging stereotypes (Year 4)</li> <li>• Circle Time</li> <li>• PSHE curriculum - stereotypes - all year groups</li> <li>• Assembly themes</li> <li>• Ensuring there are times where children have free choices, e.g. at playtimes, in their work, in groupings, choosing books.</li> <li>• PSHE lessons, including those on keeping safe on line.</li> <li>• Positions of responsibility, taking ownership and encouraging independence.</li> <li>• Step system in class provides children with reminders and opportunities for them to take responsibility for their</li> </ul>

<p>people from enjoying their rights.</p>	<p>actions/behaviours.</p> <ul style="list-style-type: none"> <li>• The school's RE curriculum</li> <li>• Year 6 office duty and post rounds.</li> </ul>
<p><b>Mutual respect and tolerance of different faiths and beliefs</b></p> <p><b>Links to children's values:</b>          Inclusion          Sportsmanship          Friendship          Team work and Co-operation          Kindness</p> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> <p><b>UN CRC Article 14:</b> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <li>• School expectations, behaviour policy and values. The school has a very positive ethos and strong community where all children are included and valued.</li> <li>• Assembly themes</li> <li>• The RE curriculum - the cycle of learning (contextualise, evaluate, apply, communicate)</li> <li>• The School and Class Charters (based on Rights, Respect, Responsibilities)</li> <li>• House Teams encourage mutual respect and positive team work</li> <li>• Curriculum focus units, e.g. within texts, challenging prejudice</li> <li>• Links with local church and other community groups</li> <li>• Mix-up mornings which foster respect, co-operation and enjoyment</li> <li>• Value Cup</li> <li>• Young Leaders - supporting and including younger pupils</li> <li>• French taught through the school</li> <li>• The PSHE curriculum, Circle Time, sports events</li> <li>• Sports Day, Pancake Race etc to promote team building and mutual support</li> <li>• Use of Let's Think in English lessons and texts e.g. Milo, The Present and Wild.</li> </ul>