



Beaconside Primary and Nursery School British Values



What are 'fundamental British values'?

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs, and for those without faith.

Promoting British Values in Schools

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Through provision of Spiritual, Moral, Social and Cultural education (SMSC), schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

At Beaconside, we develop, promote and demonstrate British Values and create an inclusive community through our ethos, curriculum and wider provision. Key learning values (communication, independence, responsibility, ambition and reflection) are embedded in the school ethos, curriculum and wider provision. These values compliment and echo British Values. Each learning value has a character that represents it.





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British Value	Ethos/Wider provision	Curriculum – Examples of how the value is developed and promoted	
<p>Democracy We all have a say.</p>	<p>A pupil elected School Council promotes an ethos that pupils within the school have a voice that is listened to – a model to demonstrate how democracy works. These pupils visit the Houses of Parliament and meet with the local MP.</p> <p>School Prefects elected by the whole school. The process includes: selecting candidates, presenting manifestos, speaking to the school and a full election process.</p> <p>Writer of the Month – overall winner voted for by peers.</p> <p>Pupil voice interviews are also conducted throughout the year and curriculum/provision is then adapted/ amended based on pupil feedback.</p> <p>The learning value: communication complements the concept of democracy and this is embedded across the school through provision, opportunities and ethos.</p>	EYFS	<p>Circle Time. Modelling and supporting the development of communication. Providing safe and friendly environments to encourage interaction and communication. Collaborative art projects. Topics provide planned opportunities for all children to have a say and share their thoughts. PSHE – See Overview. RE – See Overview.</p>
		KS1	<p>PSHE – See Overview + UK Parliament Week. RE – See Overview. History – democracy is a knowledge category that features in all applicable units of work.</p>
		KS2	<p>History – Rise of fascism (WWII), Origins of Democracy (Ancient Greece), Votes for Women (Inequalities throughout History). Democracy is a knowledge category that features in all applicable units of work. Geography – Pupils have the opportunity to debate environmental issues and consider both sides of an argument. PSHE – See Overview + UK Parliament Week. RE – See Overview. English – opportunities for balanced debates and writing discussion texts.</p>
<p>The Rule of Law We respect the rules in school and the laws in society.</p>	<p>This British value is consistently reinforced through our behaviour policy, pupil of the week award, achievement cup, zone boards and assemblies.</p> <p>The involvement of our pupils in the creation of their class rules helps them to understand the</p>	EYFS	<p>Forest School – Pupils develop an understanding of the rules and the necessity to follow to keep safe, Learning Areas – Pupils develop an understanding of the rules associated with the different areas of learning and the reasons why those rules must be followed. PSHE – See Overview. RE – See Overview.</p>



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	<p>reasons behind rules and the consequences if rules are broken.</p> <p>The learning values: responsibility and reflection complement the concept of rule of law and this is embedded across the school through provision, opportunities and ethos.</p>	KS1	<p>PSHE – See Overview. RE – See Overview. PE – Pupils are taught the rules of various sports and understand the importance of following them and the positive impact it has on the outcome. Computing – Pupils explore the rules of keeping safe when using technology. History – Pupils explore the concept of laws in society throughout History and how they shaped modern day life. English – All English units are based on a text and every class has a class novel which will include opportunities to explore and engage with the concept of laws and rules and the impact of not following them. Science/DT – Pupils develop an understanding of the rules associated with using practical equipment and the reasons why those rules must be followed.</p>
		KS2	<p>PSHE – See Overview. RE – See Overview. PE – Pupils are taught the rules of various sports and understand the importance of following them and the positive impact it has on the outcome. Computing – Pupils explore the rules of keeping safe when using technology. History – Pupils explore the concept of laws in society throughout History and how they shaped modern day life. English – All English units are based on a text and every class has a class novel which will include opportunities to explore and engage with the concept of laws and rules and the impact of not following them. Science/DT – Pupils develop an understanding of the rules associated with using practical equipment and the reasons why those rules must be followed.</p>
<p>Individual Liberty We know our rights and responsibilities</p>	<p>Our ethos creates a safe space in which choices and freedoms are encouraged.</p>	EYFS	<p>PSHE – See Overview + visits from and to public services and charities. RE – See Overview. Storytime – a wide range of texts shared with pupils that explore this concept.</p>



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<p>and exercise them in school and beyond.</p>	<p>Our curriculum is designed to be equitable and ensure ALL pupils will:</p> <ul style="list-style-type: none"> • achieve their academic potential and progress confidently into the next phase of their education • be nurtured in order to develop within them a confidence to embrace whatever comes their way. • develop the values that will enable them to be good citizens and that will prepare them to deal effectively with the challenges that the modern world presents. <p>Responsibility is further developed through:</p> <ul style="list-style-type: none"> • Year 5 play leader roles • school prefects • lunchtime monitors • sports and house captains • 'Well-being ambassadors • tech monitors • CSO and other public service representatives' visits • participation in community events. <p>Fundraising activities are planned throughout the year to promote awareness of and raise funds for local, national and international causes.</p> <p>The learning values: responsibility and reflection complement the concept of individual liberty and this is embedded across the school through provision, opportunities and ethos.</p>	KS1	<p>PSHE – See Overview + visits from and to public services and charities. RE – See Overview. History – Pupils explore the right to an education through a historical study of schools and education with a particular focus on the Victorian era. Geography – Pupils explore the concept of human features and the responsibilities we have to look after our planet. Computing – Pupils explore their responsibilities as a tech user in and out of school. Storytime – a wide range of texts shared with pupils that explore this concept.</p>
		KS2	<p>PSHE – See Overview + visits from and to public services and charities. RE – See Overview. English – Through texts that focus on under-represented groups, pupils have the opportunity to explore the concept of rights and responsibilities. History – Pupils explore rights and responsibilities in topics such as 'Inequalities in History' topic and study key people and events such as Sir Francis Drake, Martin Luther King, The Suffragettes, the Trans-Atlantic slave trade, and the Victorian workhouses. Geography – Pupils explore the concept of human features and the responsibilities we have to look after our planet. Computing – Pupils explore their responsibilities as a tech user in and out of school.</p>



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<p>Mutual Respect We respect ourselves, others and expect them to show us respect.</p>	<p>Public acknowledgements such as: pupil of the week, achievement award, house points, writer of the month, scientist of the month and learning value stickers.</p> <p>Personalised Intervention programs designed to develop self-esteem, self-confidence and help manage behaviours.</p> <p>My Happy Mind Mindfulness programme – used by individual pupils, and delivered by teachers.</p> <p>Expectations around pupil responses to peers in positions of responsibility.</p>	EYFS	<p>PSHE – See Overview. RE – See Overview. Circle Time. Modelling and supporting the development of communication. Providing safe and friendly environments to encourage interaction and communication. Topics provide planned opportunities for all children to have a say and share their thoughts and listen to others. Phonics – Your Turn, My Turn. Storytime – a wide range of texts shared with pupils that explore this concept.</p>
		KS1	<p>PSHE – See Overview. RE – See Overview. History – The Christmas truce in the trenches. Storytime – a wide range of texts shared with pupils that explore this concept. Science – pupils learn about keeping healthy and how to respect their bodies to ensure healthy growth. Computing – opportunities to explore respectful on-line behaviours and relationships.</p>
		KS2	<p>PSHE – See Overview. RE – See Overview. Geography - Pupils explore the concept of human features and the responsibilities we have to respect our planet. English - opportunities for balanced debates and the writing of discussion texts embeds the concept of respect for others. Science – pupils learn about keeping healthy and how to respect their bodies to ensure healthy growth. Computing – opportunities to explore respectful on-line behaviours and relationships.</p>
<p>Tolerance of Different Cultures and Religions Together we are one community who care, respect and understand one another.</p>	<p>Our pupils learn together with respect for each other.</p> <p>We value and celebrate our peers, as evidenced through the acknowledgements listed above.</p> <p>Tolerance is an expectation and policies such as: equalities, SEND, behaviour and anti -</p>	EYFS	<p>PSHE – See Overview. RE – See Overview. Topics provide planned opportunities to explore cultures and religions different to their own (Chinese New Year, Diwali). Storytime – a wide range of texts shared with pupils that explore cultures and religions different to their own.</p>



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	<p>bullying reflects our school ethos and expectations.</p> <p>Half-termly assemblies led by Reverend Claire.</p> <p>Celebrating and acknowledging a range of religious events.</p>	KS1	<p>PSHE – See Overview. RE – See Overview. English – All English units are based on a text and every class has a class novel. These texts have been carefully selected to ensure pupils are exposed to and have opportunities to immerse themselves in cultures different to their own. Storytime – a wide range of texts shared with pupils that explore cultures and religions different to their own.</p>
	KS2	<p>PSHE – See Overview. RE – See Overview. English – All English units are based on a text and every class has a class novel. These texts have been carefully selected to ensure pupils are exposed to and have opportunities to immerse themselves in cultures different to their own. History – Pupils explore the concepts of culture and beliefs in all units of work, where applicable with a particular focus on the following historical events: the rise of fascism, Umayyad Caliphate, Catholic persecution during the Tudor period.</p>	