



Wombwell Park Street Primary School



Statement on British Values

How we promote the fundamental British values

Democracy – what do we do?

1. Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services. We learn about democracy and its fundamental elements as appropriate to age and stage through:
 - Assemblies: whole school and phase. Pupils have had the opportunity to find out about and discuss local and general elections, the role of MPs and parliament, history of democracy in Ancient Greek Culture, the influence of Emmeline Pankhurst in securing votes for women.
 - Through our history curriculum we explore the concept of democracy and alternative forms of leadership in our learning about World Wars, Significant individuals, Ancient Greece and the structure of society in different periods.
 - Through our PSHE curriculum we explore the importance of democracy, having rights and the importance of valuing the views and opinions of all.
 - RE we explore the impact and significance of key figures who have made a difference to the lives of others through promotion of humanitarian thinking, human rights and modelling how perceived injustice can be peacefully challenged: Martin Luther King, Ghandi and Mother Theresa
 - Our behaviour systems, policies and the ethos of our school is based around respect for the views of others. Together Everyone Achieves More.
 - Close links with our local MP – engage in community competitions, visits to the Town Hall. Opportunities to learn about local government.
2. Teach pupils how they can influence decision-making through the democratic process e.g.
 - Election of School Councillors, Eco Reps, Arts Councillors and Playground Leaders
 - Democracy in action – the School Council and Art Council makes real decisions about provision, policies and how the school functions.
 - Democracy in action – Each class votes for their chosen Incredible Me reward each week
 - Democracy in Action - Pupils vote for their peers to represent their class in our annual Park Street's Got Talent Event and other in class and whole school competitions.

Rule of law – what do we do?

1. Ensure school rules and expectations are clear and fair – pupils are involved in the development and review of key policies and procedures e.g.
 - Anti-bullying
 - Behaviour
 - Equal Opportunities/Discrimination
 - Creating class vision statement during transition
 - Choosing class targets for our Incredible Me boards
2. Help pupils to distinguish right from wrong
 - Through PSHE lessons, assemblies, class talks and restorative discussions pupils are supported throughout their time at school.
3. Help pupils to understand and respect the law and the basis on which it is made
 - Through history, PSHE, discussions around news and current affairs, talks and initiatives provided by local policing team children are taught to understand and respect the law.
 - Year 5 pupils complete the Mini Police Initiative
 - Members of the Community policing team speak to the children about: Firework safety, dangers of anti-social behaviour, road safety and dangers of drugs.
4. Help pupils to understand that living under the rule of law protects individuals
 - Comparisons to rule of law and our school rules made explicit to pupils and they are taught how laws and rules keep members of the community safe.
 - Children are taught to understand that living under the rule of law protects individuals during PSHE lessons, Y6 visit to Crucial Crew, PSHE lessons through school, workshops from community policing team and school assemblies.
5. Teach pupils about aspects of both civil and criminal law and discuss how this might differ from some religious laws e.g.
 - Year 6 pupils attend Crucial Crew and have the opportunity to take part in a role play set in a magistrate's court. Pupils take on the roles of defendant, prosecution, defence, usher, legal advisors and youth offending services. Pupils learn about criminal responsibility and the difference between magistrate's court and crown court.
 - Key historical events in Britain's past e.g. The Gunpowder Plot
 - Through PSHE and RE pupils learn about laws and rules connected to a wide range of world religions.
 - Develop restorative justice approaches to resolve conflicts and unpick rule breaking. WOW forms completed.

Tolerance – what do we do?

1. Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life e.g.
 - Cultural themes (Whole school celebration of Chinese New Year and Diwali, children learn about the food and culture of Spain as part of our MfL work on Spanish, Through geography work children in Y2 and 3 learn about the food, traditions and culture of a chosen country in South America, Year 4 and 5 pupils learn about Europe and a variety of cultures and traditions within the continent, through our RE and PSHE curriculum pupils learn about a range of different beliefs and cultures, pupils have the opportunity to explore a range of cultures through drama, dance and music performances and workshops – Ikonjane, Diwali workshop and Samba performance assembly)
2. Challenge stereotypes
 - Pupils are taught about stereotypes in PSHE and how making assumptions can be harmful.
3. Teach pupils about the key aspects of the major world religions as part of the Religious Education curriculum exploring similarities as well as differences.
 - All year groups explore an element of Christianity and learn about another world religion. During their time at Park Street children will have learnt about what it means to be a Muslim, Sikh, Buddhist, Hindu, Jew and Christian.
4. Help pupils to develop critical thinking skills
 - Provide children with the opportunity in lessons, at playtime and through enrichment activities and visits to apply critical thinking to a range of real and hypothetical situations and scenarios. This may take place through PSHE lessons, small group or 1:1 intervention. Incredible Me work, Mini Police Sessions, Crucial Crew visits or during assemblies or workshops.
5. Discuss differences between people such as differences of faith, ethnicity, disability, race, gender or sexuality and differences of family situations
 - As appropriate to age and stage of development all pupils will be taught about how people may be similar or different. Diversity is promoted throughout school in lessons, discussions and assemblies. During history, RE and PSHE lessons pupils are taught about the negative impact of n
6. Challenge prejudicial or discriminatory behaviour
 - Our inclusion and behaviour policies and procedures make it very clear that discriminatory behaviour will always be challenged and acted upon. School follows strict investigation

procedures and logs any such incidents following national guidance and guidance from Barnsley Safeguarding Children Partnership.

Individual liberty – what do we do?

1. Support pupils to develop their self-knowledge, self-esteem and self-confidence
 - Pupil questionnaires
 - IM assessments
 - Transition work with new teacher
 - PSHE
 - IM sessions
2. Encourage pupils to take responsibility for their behaviour
 - Setting class IM targets
 - Setting personal targets
 - WOW forms
 - restorative discussions post incident
3. Develop pupils' understanding of the balance between individual rights and their responsibility to themselves and others
 - Roles, rights and responsibilities learnt about and discussed in phase and whole school assemblies
 - PSHE lessons
 - Visits and workshops (community policing team and /crucial crew)
4. Model freedom of speech through pupil participation whilst ensuring protection of the vulnerable
 - Embedded into the ethos of lessons and interaction between pupils and pupils and staff
5. Maintain a strong anti-bullying culture
 - All classes engage in activities during anti-bullying week
 - Views of pupils taken into account when developing whole school systems and policies
 - All pupils and staff work collaboratively to develop a zero tolerance approach to bullying
 - Assemblies, class discussion and PSHE lessons spent ensuring all pupils know what bullying is and isn't. Pupils taught who to talk to and what to do if they feel they are worried.
 - As appropriate to age and stage pupils are taught about Cyber/Online bullying. Lessons are embedded in our Computing curriculum – what it is and what to do if they have any worries.

Mutual respect – what do we do?

1. Teach pupils to develop positive relationships with each other and with adults
 - This is taught in every class and respect between pupils, adults and pupils and adults is insisted upon. This is written into whole school policies and procedures and actively modelled.
 - Embedded into whole school golden rules
 - Golden book assembly pupils rewarded for being kind and helpful, listening to others, looking after property, being honest and working hard.
2. Promote open-mindedness and a willingness to appreciate an alternative point of view
 - Across the curriculum opportunities are created for pupils to share their views and listen respectfully to the views of others. This may be a debate in literacy or one of the wider curriculum subjects.
 - In RE and PSHE pupils have the opportunity to learn about different beliefs, traditions and elements of daily life that may be different to their own.
3. Use competitive sport and the world of Art and Design as vehicles for learning about respect for the talent and expertise that transcends cultural, ethnic or gender differences
 - During PE lessons the concepts of fairness, fair play and respect for others are taught and insisted upon.
 - Pupils have the opportunity to engage in competitions and tournaments and staff teach pupils the importance of respecting the opposition and representing school and team in a positive way.
 - PE leader provides the opportunity for children to engage in inclusive competitions and extra-curricular clubs and ensures opportunities are created for all pupils
 - All classes carry out an artist study each term. The range of artists provide pupils with the opportunity to learn about a wide range of artistic styles and disciplines produced by artists representing different genders, ethnicity, cultures and religions.
 - Throughout the wider curriculum the arts are used as a means of learning and celebrating culture, beliefs and diversity. Pupils are taught to and encouraged to use the arts to express themselves.
4. Promote and celebrate diversity linking it to progress and development for the benefit of the common good
5. We also make pupils aware of key events and personalities which serve to illustrate 'Britishness' e.g.
 - The impact of Florence Nightingale on health care.

- The influence of the Beatles on 20th century music through our music lessons
- British innovators and inventors through our science curriculum.
- The 'Blitz Spirit'

In order for our younger pupils to engage with this agenda we are in the process of introducing them to DR TIM, a character who will embody these fundamental values:

D – Democracy

R – Rule of Law

T – Tolerance

I – Individual liberty

M – Mutual respect

