

What is  
Britishness?

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# Melling Primary School

Be the best  
that you can be

**BRITISH VALUES POLICY**

and

**ACTION PLAN** (in progress – gives examples of practice)



## **Britishness at Melling Primary School**

### **Introduction**

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as “being British”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is “Britishness”? British values are defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual liberty Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

What does ‘Actively promote ...’ mean?

- Focus on, and show how, the school’s work is effective in securing these values
- Challenging pupils and young people, staff or mums, dads or carers who express opinions contrary to British values

### **Aims**

At Melling Primary School – and in line with the individual pupils’ capacity to understand the concepts and ideas – we aim to:

#### 1. Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged



## 2. Rule of law

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

## 3. Individual liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- pupils, parents and staffs views are valued and sought, all pupils are made aware, where possible of others needs and how to support each other. Team Teach principles permeate the daily routines and care given to all.

## 4. Respect and tolerance

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Pupils are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference – see SMSC, Special days, charity work



## Promoting British Values Audit and Action Plan 2014-2015

KEY VALUE	ALREADY IN PLACE	ACTION TO BE TAKEN	WHEN	WHO
<b>RULE OF LAW</b>				
1. Ensure school rules and expectations are clear and fair	<ul style="list-style-type: none"> <li>- Class rules negotiated with children</li> <li>- School rules reinforced in school assemblies and on hall display</li> <li>- In new situations eg new piece of PE equipment – children negotiate rules for fair play</li> <li>- Home-School agreement includes expectations of pupils – children sign up to it.</li> </ul>			
2. Help pupils to distinguish right from wrong	<ul style="list-style-type: none"> <li>- Happens in all reflections on poor behaviour incidents – children are encouraged to evaluate their choices and the effect they have</li> <li>- The use of language of good and poor choices used when discussing behaviour</li> <li>- Y5 and Y6 talks with PCSOs to raise awareness of age of legal responsibility</li> <li>- Use of social stories and comic strips for ASD children and others if deemed appropriate</li> </ul>			
3. Help pupils to respect the law and the basis on which it is made	<ul style="list-style-type: none"> <li>- Visits from school link PCSO to Y5 and Y6 to discuss how the law is implemented and how it may affect them</li> </ul>			
4. Help pupils to understand that living under the rule of law protects individuals	<ul style="list-style-type: none"> <li>- Visits from school link PCSO to Y5 and Y6 to discuss how the law is implemented and how it may affect them</li> </ul>	<ul style="list-style-type: none"> <li>- Include this in police visits</li> </ul>		
5. Include visits from the police in the curriculum	<ul style="list-style-type: none"> <li>- Visits on an ad-hoc basis at present</li> </ul>	<ul style="list-style-type: none"> <li>- Formalise visits from police to all classes with specific aspects to be covered</li> </ul>		



6. Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws		- Include this in police visits		
7. Develop restorative justice approaches to resolve conflicts	- PSA and Deputy head primarily involved in conflict resolution	- Training for identified members of staff		
<b>INDIVIDUAL LIBERTY</b>				
1. Support pupils to develop their self-knowledge, self-esteem and self-confidence	<ul style="list-style-type: none"> <li>-Many pastoral systems in place.</li> <li>-PSA pastoral role</li> <li>-Be the best that you can be – school value recognizes when pupils have done their best.</li> <li>-Many reward systems in place to recognize achievement, effort and improvement</li> <li>-Pupils encouraged to devise own action plans to change or improve something (eg organizing a Geography quiz league, running the Tuck Shop)</li> </ul>			
2. Encourage pupils to take responsibility for their behaviour, as well as knowing their rights	<ul style="list-style-type: none"> <li>- Peer mentoring scheme – PSA identifies children from each class to be peer mentors at playtimes and lunchtimes.</li> <li>- Positive behaviour management policy in place, although children are fully aware of consequences for poor behaviour choices. Sanctions and rewards are applied fairly.</li> </ul>			
3. Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence	<ul style="list-style-type: none"> <li>- School Parish Council formed during the Autumn term – pupils from Y5 and Y6 work to empower pupil voice. Y5 pupils have to write a ‘manifesto’ – Y6 children then decide upon members who will be elected.</li> <li>- School Parish Council work to act upon issues identified within school</li> <li>- School Parish Council work with local Parish Counsellors to gain an insight into the way in which parish business works</li> </ul>			
4. Challenge stereotypes	<ul style="list-style-type: none"> <li>- RE / PSHE / SMSC curriculum</li> <li>-Show Racism the Red Card competition</li> <li>-As and when reflections/circle time</li> </ul>			



5. Implement a strong anti-bullying culture	- Antibullying week seen as a kick start to this aspect and continued throughout the year	- Establish a 'Be Happy Be Healthy Be Safe' Committee - Establish an E-Safety / Keep Safe Committee		
6. Follow the UNICEF rights respecting schools agenda	- Focus week in Autumn term – reminds children about the values that enable them to be the best that they can be: Be Happy, Be Safe, Be Healthy, Be Respected/Respectful. - Continual focus on The Melling Child through direct and indirect assembly time etc	- Implement a series of assemblies based on theme of UNICEF's rights respecting schools. (Right: to be a child; to be heard; to be healthy; to be educated; to be treated fairly. - Consider working towards the RRS schools award Level 1		
<b>RESPECT AND TOLERANCE</b>				
1. Promote respect for individual differences	- PSHE, SEAL, RE and History curriculum/assembly programme addresses issue of difference, diversity, equality and celebrating the unique individual.			
2. Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life	- Festivals and significant events of the Christian and other faiths addressed in assembly programme and/or whole school celebration events - RE curriculum maps based on agreed SACRE syllabus raise awareness of a range of different faiths and denominations - International Schools Award has forged a link with a school in Spain. Teacher exchange to take place on a regular basis.			
3. Challenge prejudicial or discriminatory behaviour	- RE / PSHE / SMSC curriculum - Show Racism the Red Card competition - As and when reflections/circle time			
4. Organise visits to places of worship	- Visits from local Church groups to deliver assemblies - Visits to Synagogues, Mosques, local churches	-		
5. Develop links with faith communities	- Baptist community involved in school life - Community of churches in MADCOS district	- Make a link with a school in another part of Liverpool  - Visiting speakers from members of the local community from different faiths		

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<p>6. Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers</p>	<p>- PSHE, SEAL, RE and History curriculum/assembly programme addresses issue of difference, diversity, equality and celebrating the unique individual.</p>	<p>-What's in the news discussions -Stories from different cultures – Book Week</p>		
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## Appendices

### Teaching and Learning

Every school is expected to ensure that its curriculum enables the pupils to explore what it means to be British.

We encourage pupils to be able to:

- describe their own identities and the groups that they feel they belong to;
- recognise different identities and experiences;
- appreciate that identity consists of many factors;
- recognise that each person's identity is unique and can change;
- begin to understand the idea of stereotypes.

### Activity Examples

In line with their individual cognitive difficulties and special educational needs, the pupils may:

- discuss the different groups to which they belong;
- describe themselves to other people:
  - Where are they from etc?
  - Do they like doing?
  - What are they good at?
  - What are their beliefs?
  - What clubs do they attend?
- identify a celebrity who they think is typically British
- Understand how Britishness differs from being English, Scottish, Irish or Welsh
- use flash cards to choose qualities they believe best represent Britishness?
- identify where they form their opinions from (media, family, holidays etc)
- Evaluate a range of statements about Britishness and state if they are fair? For instance, are they
  - Realistic?



- Do we all share the same values?
- Do we all eat roast beef?
- Do we all binge drink?
  
- Explore the value of over-generalisations about people and the pitfalls of stereotyping
- Explore examples of what other people say about the British (stereotypical):
  - Which of the stereotypes are negative?
  - Can a stereotype be positive?
  
- Understand why they think other people have these stereotypes of Britishness
- Produce a report which will examine and explore the question of Britishness - targeting different audiences for their report (for example a year three child, a visiting student from overseas, etc)