



British Values

It was developed by	Head teacher
Consultation	Whole School Community
Governing Sub Committee	Pastoral
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School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

Agreement Links

This policy should be read in conjunction with the following school policies

Supporting Material



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1. Introduction

1.1. *British Values*

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through **the democratic process**;
- an appreciation that living under the **rule of law** protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the **freedom to choose** and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be **accepted and tolerated**, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and **combatting discrimination**, whilst **celebrating diversity**

1.2. *British Values SMSC Coverage*

Democracy	<ul style="list-style-type: none"> • Classroom practice – class voting / debate • Young Governors – school council votes • Job applications – pupil leadership • General Election – What is democracy video – assembly – child vote • RE e.g. <ul style="list-style-type: none"> ○ Y6 Islam – Does belief in Akhirah (life after death) help Muslims lead good lives? – respecting law and leading peaceful lives
Rule of Law	<ul style="list-style-type: none"> • School Rules - Rewards and Consequences • Police Liaison Officer • Magistrates - Yr6 • Crime and Punishment – Yr4 • Medieval Law - Yr7 • RE Curriculum <ul style="list-style-type: none"> ○ There are many examples of ‘rule of law’ within the RE curriculum. Children are encouraged to think about the laws, commandments, expectations within



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	<p>a faith (eg Torah, Kashrut, Guru Granth Sahib, 10 commandments, Qu’ran, 5 pillars) and how those rules would impact on their own lives as well as on the lives of the people within those religions. For example, the Year 5 Sikhism enquiry investigates the importance of the wearing of the turban and carrying the kirpan (ceremonial dagger) for Sikhs, and encourages children to think about the potential conflict between religious law and the law of Government. Children are enabled to understand the origins of the various codes of conduct, rules, laws and expectations put forward by different religions and belief positions, and to consider their own position in relation to these.</p>
<p>Respect and Tolerance – combating discrimination</p>	<ul style="list-style-type: none"> • RE curriculum covers - Christianity, Judaism, Islam, Sikhism and Hinduism <ul style="list-style-type: none"> ○ Using the enquiry method means that children are discussing issues in RE that some adults would find uncomfortable. For example, in Year 6, children discuss the true meaning of the word Jihad for Muslims. Through learning about faith practices and really investigating what they mean for the individuals, children are encouraged to develop mutual respect and tolerance but also to develop critical thinking skills enabling them to question and discuss beliefs and the ways they might be manifested. They are also enabled, through their knowledge, to challenge ideas about religion and spot intolerance when they see it amongst their community and in the media. Most children enjoy talking about their religion and beliefs and what these means to them; and most children enjoy hearing about the lives of their classmates. By giving this, through RE, a place in the curriculum, we are giving the message that it is important to understand the beliefs of others, that it is important to listen to the story of another human being. • Behaviour Policy • Spanish Culture • Visitors to school - E.g. Sarah Bingham / Mr Hoskins • Interviewing elderly at Michelham Priory on evacuation – respect for elderly • Y4 It’s a small world – racism / diversity • Our Commonwealth – Y5 • School ethos • Competition – Chesswood get involved in a wide range of competitions – developing a good sporting attitude supports respect and tolerance of others • Anti-discrimination – racism, homophobia, disability discrimination (assemblies and curriculum)
<p>Liberty</p>	<ul style="list-style-type: none"> • Freedom of speech – class debates / voting • Assemblies - exploring key historical figures – eg. Nelson Mandela • Y4 It’s a small world – racism / diversity • Y7 – rainbow nation / apartheid • WW2 – liberation • Armistice day • RE promotes the idea that individuals have freedom to choose what they believe. Woven into every enquiry is the idea that not everyone is the same. A class cannot investigate the behaviour of ‘all Muslims’ or ‘all Christians’, because not everyone within a faith will practise it in the same way. For example, a Year 4 enquiry asks, ‘Do people need to go to Church to show that they are Christians?’ Some Christians will choose to go to church every week and have the community of the church at the very centre of their family lives. Others will not, choosing a more esoteric approach to



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	<p>living their faith. There are also the enquiries inviting children to consider: 'What is the best way that a Jew/Christian/ Hindu/Sikh/Muslim can show his/her commitment to God?' Year 5 investigate the question 'How far would a Sikh go for his/her religion?' Some Sikhs choose to go to the Gurdwara, some pray at home. Some have arranged marriages, some choose not to. Through these enquiries children are given the opportunity to explore, gain knowledge and to reach an understanding that people are at liberty to choose how they express their faith and what they believe in.</p>
<p>Cultural Traditions</p>	<ul style="list-style-type: none">• Celebrating events in the British Calendar, e.g. Remembrance Day, Christmas• BBC ten pieces project• Great British composers in assembly• Music – English folk, May pole dancing etc• Museum visits – Natural History, Worthing, Weald and Downland• Worthing Community Play• WW1 local community project