



Henbury View First School



British Values

The Department for Education reinforced the need “to create and enforce a clear and rigorous expectation on all schools to 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.”

At Henbury View First School we agree with the Department for Education’s five-part definition of British values. We actively promote fundamental British values and this is mapped in our curriculum, across the whole school. Listed below are some examples of how we promote these values in our school community:

- School assemblies
- Picture News (picture-news.co.uk)
- Religious Education
- Jigsaw- Personal, Social and Health Education (PSHE) sessions

	What could the adults do and provide?	Possible Evidence
<p style="text-align: center;">Democracy</p> <p><i>UNCRC Article 12: 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</i></p>	<ul style="list-style-type: none"> • Ensure that everyone has a right to have a say • Ensure the child’s, parents’ and staffs’ voice is heard • Support children to take turns • Encourage children to share • Support children to become independent and take responsibility • Support children to learn boundaries • Give children the opportunities to make choices • Promote a climate to share opinions and ideas • Ensure that children are listened to • Respect everyone as an individual • Role model behaviour • Celebrate differences in people • Support children to have a positive sense of their own identity and culture 	<ul style="list-style-type: none"> • Pupil Voice • School Council – children voting for their class representative • Pupil Questionnaires • Parent Questionnaires • Staff Questionnaires • Parents Support Group • Staff Meetings / Briefings • Appraisal / Review meetings • School Mission Statement • School Behaviour Policy • Religious Education Lessons • Cross Curricular Speaking and Listening opportunities • House Captains / Monitors • Assemblies that emphasises the importance of teamwork, considering the views of others and why democracy is important • Visitors to school e.g. M.P, local councillors • Visits to House of Parliament • Sport: Fairness, sportsmanship and turn taking

<h2 style="text-align: center;">The Rule of Law</h2> <p><i>UNCRC Article 19: 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</i></p>	What could the adults do and provide?	Possible Evidence
	<ul style="list-style-type: none"> • Support children to understand right and wrong • Support children's understanding of how the law of the land and our school rules help to keep us all safe and happy • Share and support the rules of the setting with all stakeholders • To ensure children have an understanding of the consequences of their actions • To ensure there is no discrimination within the setting • To ensure that any discrimination identified is addressed within the setting • To ensure children have a sense of fairness • Listen to the child's voice when deciding the setting's rules and boundaries 	<ul style="list-style-type: none"> • Pupil's creation of their own class charter as well as the school charter • School Behaviour Policy shared with all stakeholders- also on the website • Pupil Voice • Circle time / Religious Education Lessons • Children encouraged to take responsibility for their own actions • System of 'Restorative Justice' • Safeguarding/Antibullying/SEND policies • Behaviour log/Bullying log/Racist incidents log • School Council • School Assemblies on the theme of fairness/discrimination • Support from local police liaison officer (i.e. assemblies)

<h2 style="text-align: center;">Mutual Respect</h2> <p><i>UNCRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from</i></p> <p><i>UNCRC Article 30: 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</i></p>	What could the adults do and provide?	Possible Evidence
	<ul style="list-style-type: none"> • Provide opportunities to consult parents • To work together as a team respecting each other • To ensure parents are involved in their children's learning • To provide positive role models • To value individuality • To value all cultures and beliefs • To respect all languages • To respect each other's space • To ensure all stakeholders feel safe 	<ul style="list-style-type: none"> • Positive Role models – adults and children • Good behaviour • PSHE and RE Lessons emphasising that every person is unique • Family Support Work • Parent questionnaires • Learning about other faiths • Learning about other cultures - geography • Celebrating festivals of other cultures e.g. Diwali, Chinese New Year

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<p>Individual Liberty</p> <p><i>UNCRC Article 31: All children have a right to relax and play, and to join in a wide range of activities</i></p> <p><i>UNCRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights</i></p>	<ul style="list-style-type: none"> • Plan for individual children • Ensure all information about the child progress and development is shared with both child and parents. • Ensure children have access to resources • To support parental choice • To support the rights of the child • To support children to make the right choices • To listen to everyone’s point of view • To ensure all stakeholders are considerate of others and the environment 	<ul style="list-style-type: none"> • Mission Statement • PSHE and RE Curriculum – encouraging children to respect both themselves and others • Target setting with children • Encouraging good listening skills • Pupil Voice • Subject Ambassadors • Differentiation in planning/teaching • Encouraging the children to be independent and reflective learners • Support Plans/ EHCP/Medical plans etc. • Parents/Pupil Meetings • Reports to parents • Behaviour Policy • Anti-bullying policy –visits from the NSPCC to reinforce STOP principles • Safeguarding Policy • Home School Agreement • School Website • Encouraging an understanding of the rights of the child

	What could the adults do and provide?	Possible Evidence
<p>Tolerance of those of different faiths and beliefs</p> <p><i>UNCRC Article 14: 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</i></p>	<ul style="list-style-type: none"> • To combat discrimination through awareness • To ensure ethos of setting reflects an awareness of all cultures and beliefs • To have knowledge and understanding of other cultures and beliefs • To celebrate diversity within and outside the setting • To role model behaviour and attitudes towards others • To encourage all parental input in the setting 	<ul style="list-style-type: none"> • Assemblies – i.e. anti-bullying • Study of other faiths • Ethos / vision • Website • Work in wider curriculum • Celebrations and Festivals • Parental involvement • RE and PSHE learning